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ABSTRACT

The first, and most prominent, section of this publication consists of eight digest papers which offer several perspectives on new models for psychological practice in schools. The topics addressed in the digest series reflect key issues confronting psychologists as they struggle to increase their responsiveness to educational challenges in America's schools. Digests are as follows: "Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools" (Talley and Short); "Psychological Services in the Schools" (Kamphaus); "Working with Diverse Learners and School Staff in a Multicultural Society" (Sanchez, Li, and Nuttall); "Health Services in the Schools: Building Interdisciplinary Partnerships" (Paavola, Cobb, Illback, Joseph, and Torruella); "Redefining Doctoral School Psychology" (Short and Talley); "Establishing School-Based Internships in Professional Psychology" (Nelson); "Psychological Practice in Schools: System Change in the Heartland" (Reschly); and "Education and Health Care Advocacy: Perspectives on Goals 2000, IASA, IDEA and Healthy People 2000" (Talley and Short). The second section presents results of an extensive search of the ERIC database on each of the major topical areas covered by the digests, along with instructions for obtaining the full-text articles and documents. The third and final section is the "ERIC/CASS Resource Pack," which is intended to extend the reader's knowledge of the Educational Resources Information Center (ERIC), both as a consumer/user of ERIC as well as a contributor of papers and resources. (RB)

ED 390 015

# Creating a New Vision of School Psychology:

## Emerging Models of Psychological Practice in Schools

*Co-Editors & Contributors*

*Ronda C. Talley, Ph.D.*
*Rick Jay Short, Ph.D.*

U.S. DEPARTMENT OF EDUCATION
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EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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August 10, 1995 • New York, NY

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**APA & ERIC/CASS PSYCHOLOGY DIGEST SERIES**

# Second Annual Institute for Administrators of School Psychological Services

**August 10, 1995**

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# PREFACE

We are pleased to have collaborated with APA, Ronda Talley, and Rick Short to produce this *Psychology Digest Series*. Focusing as it does on a topic of high criticality, it should prove to be a highly useful supplement to the workshop experience as well as a stand-alone resource.

Essentially, the publication is divided into three major sections. The first is a series of eight digest papers focused on *Emerging Models of Psychological Practice in Schools*, which are noteworthy for their succinct and cogent writing styles. Unlike traditional academic papers, these digests serve their compelling contents in a brief and highly readable form. Like an appetizing meal laid out before you, they are meant to be consumed when first presented. As an informational hors d'oeuvre, they are tasty information morsels that bring immediate pleasure as well as prepare one for the entrees yet to come.

The second section builds on the stimulation of the digests. For each major topic, an ERIC database search has been presented which offers the reader immediate information in the informative abstracts of the journal articles and ERIC documents included in the search. Many readers will also want to follow-up on particularly promising entries and will obtain the full text of the document or article.

The third section is intended to extend the user's knowledge of the Educational Resources Information Center—ERIC, both as a consumer/user of ERIC as well as a contributor of papers and resources. ERIC is the world's largest educational database and the most frequently used in college and university libraries. It is both an excellent resource for school psychologists as well as a viable source for the dissemination of ideas and information to professional colleagues and interested others. Even a quick perusal of this section will inform the reader how to access ERIC resources and become a contributor to the system including ERIC/CASS's expanded presence on the Internet and the Information Superhighway.

The area of school psychology is a major priority for ERIC/CASS. We currently process for *Cumulative Index to Journals in Education* (CIJE) four school psychology journals including *School Psychology Quarterly*. We also regularly solicit papers presented at school psychology meetings and conferences as well as other relevant documents for inclusion in *Resources in Education* (RIE). Our own publication program includes publications both written by and relevant to the work of school psychologists. We are hopeful that this initial collaboration between APA and ERIC/CASS will continue to expand to the benefit of school psychologists and many related specialists who benefit from the writing and research of school psychologists.

Garry R. Walz, Ph.D.
Director & Editor-in-Chief

# INTRODUCTION

Welcome to the *Psychology Digest Series* published by the American Psychological Association (APA) and the Educational Resources and Information Center/Counseling and Student Services (ERIC/CASS) Clearinghouse. We are pleased to introduce you to this new series which was created initially to address the theme of the Second Annual Institute for Administrators of School Psychological Services of the APA, which was held on August 10, 1995. The Institute's theme, "*Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools,*" frames the work of the contributors to this first booklet of the *Psychology Digest Series*.

This *Digest Series* offers several perspectives on new models for psychological practice in schools. In the article *Creating a New Vision of School Psychology* we explore emerging service delivery paradigms that address social reforms in the schools. The President of APA's Division of School Psychology, Dr. Kamphaus, follows with his vision of school psychology in his essay entitled, *Psychological Services in the Schools*. The third article, *Working with Diverse Learners and School Staff in a Multicultural Society*, by Drs. Sanchez, Li, and Nuttall considers how schools must respond to the educational needs of an increasingly heterogeneous society. *Health Services in the Schools: Building Interdisciplinary Partnerships*, written by Drs. Paavola, Cobb, Illback, Joseph, and Torruella, suggests an expanding role for school health psychologists working in educational settings.

In order to provide cutting-edge services, psychologists must consider issues related to professional training in psychology. This is explored in the fifth article, *Redefining Doctoral School Psychology*. Likewise, to increase school practice opportunities, appropriate internship sites must be available and this topic is presented in the digest article on *Establishing School-Based Internships in Professional Psychology* by Dr. Nelson. Dr. Reschly outlines concrete examples of changing practice opportunities in *Psychological Practice in Schools: System Change in the Heartland,* and, lastly, we survey the impact of legislation on school practice in *Education and Health Care Advocacy: Perspectives on Goals 2000, IASA, IDEA, and Healthy People 2000*.

The topics addressed in the *Psychology Digest Series* reflect key issues confronting psychologists as we struggle to increase our responsiveness to educational challenges in America's schools. We hope that the articles offer a stimulating array of perspectives which challenge you to rethink school psychology and psychological practice in schools.

We are pleased that this publication initiates our collaboration with the ERIC Counseling & Student Services Clearinghouse. We are confident that cooperation between the APA and ERIC/CASS will merge two major sources of information and expertise to the benefit of school psychology, psychologists in schools and the schools and communities they serve. We look forward to many rewarding collaborative efforts between our two groups in the future.

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# Center for Education and Training in Psychology
# The American Psychological Association

The Center for Education and Training in Psychology (CETP) serves as a central structure and forum for promoting quality education in psychology as a science, a profession, and a discipline. It advocates for the education and training of psychologists at national and state levels and coordinates education and training issues within the Association, across other professional associations, agencies, and institutions, and among psychology training groups and programs.

The Center addresses all facets of formal education and training in psychology, from the precollege to the postdoctoral level. Center activities are designed to support teachers and students of psychology at all levels, as well as to provide information and outreach services to the public in general. These activities include national and regional conferences, publications, background research for policy decisions, the undergraduate consulting service, and supporting the activities of a number of task forces and governance groups such as the Board of Education Affairs and Education and Training Awards Committee.

## Mission

The Center's mission is to promote quality education and training for psychologists as scientists, practitioners, and academicians. It advocates for education and training in psychology at []all levels of training. The Center coordinates education and training issues within the Association, across other professional associations, agencies, and institutions, and among psychology training groups and programs. The purposes of the Center are to:

1. provide a visible vehicle to promote graduate and professional education and training in psychology, both within psychology and outside of psychology;
2. provide a forum for innovative conceptualizations and exchange of ideas concerning education and training in psychology at all levels;
3. enhance the APA's ability to secure extramural funding forgraduate and professional education and training in psychology;
4. facilitate the establishment of liaisons with professional and scientific organizations associated with education and training;
5. focus and coordinate policy and advocacy efforts on education and training issues; and
6. coordinate central office activities related to education and training in psychology.

The Center for Education and Training in Psychology consists of two overlapping units: the Division on Professional Education and Training, and the Division on Science Education. Whereas the Center allows the Directorate to support graduate and postdoctoral education and training in its broadest scope, the two Divisions allow staff to focus on particular needs and issues in professional education and training and those in science education. Although these divisions represent a useful organizational mechanism within the Center and the Directorate, it is important to emphasize that considerable overlap between activities and responsibilities exists across the two units.

## Division on Professional Education and Training

The CETP Division on Professional Education and Training provides leadership and coordination for APA activities related to the preparation of professional psychologists. Although many of these initiatives are concerned with preparation for practice, the Division also emphasizes research training for prospective practitioners.

The Division primarily addresses professional education and training at the doctoral and postdoctoral levels. Within these levels, the Division provides leadership in areas of curriculum, teaching, supervision, applied experiences, and policy. Additionally, Division staff are responsible for products related to graduate

and postgraduate training, including a directory of postdoctoral training sites and *Graduate Study in Psychology*.

Guidance for Division activities is provided at two levels. A Division advisory panel composed of BEA members and selected leaders in professional education and training is currently being developed to providepolicy advice to the Division (see below for a fuller description of this group). Also, a professional training committee provides ongoing internal consultation on Division activities. The professional training committee consists of selected professional psychologists on the APA staff with experience in education and training of psychologists (again, see below for more details).

### Division on Science Education

The CETP Division on Science Education provides a coordinating mechanism for APA activities in two areas: preparation of psychologists to perform research, and education in the science of psychology. A fundamental premise of the Division is the importance of psychological science as a basis for subsequent preparation in psychology and as a component of a quality science curriculum. The Division maintains a strong precollege science education component (the High School Psychology Program), as well as an emphasis on undergraduate psychology education. At the graduate and postdoctoral levels, the Division addresses issues of research training and preparation of research psychologists and teachers.

A Division advisory panel is currently being developed to include BEA members with expertise in scientific psychology, along with leaders in science education and academic research preparation. An internal advisory committee to include APA staff psychologists with expertise and experience in research and science education will periodically advise the Division on ongoing activities (see below for more details). Finally, the executive committee of Teachers of Psychology in Secondary Schools (TOPSS) will advise the Division on high school psychology science education initiatives.

The emphasis...currently driving social reforms in education and health care offers optimism for role expansion and enhancement for psychologists who engage in school practice

# Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools

by

Ronda C. Talley Rick Jay Short

## Overview

Social reforms in American education are setting the stage for a paradigm shift in the delivery of psychological services in our nation's schools (Short & Talley, in press-a, in press-b; Talley & Short, in press). The convergence of education and health care reform, along with movement in the human services arena toward service integration models, provides an unprecedented opportunity to redefine psychological services in schools for the next century (Talley & Short, 1994a). School psychological services have historically been linked to changes in special education legislation; however, the emphasis on educational achievement and whole-child development currently driving social reforms in education and health care offers optimism for role expansion and enhancement for psychologists who engage in school practice. In addition, an increasingly permeable boundary between schools and communities suggests that traditional barriers are being torn down so as to marshall all available resources in addressing the critical needs of America's children, youth, families.

## Social Reforms and the Future of School Practice

Research has shown that both education and health care services for children are often delivered in a fragmented, uncoordinated fashion (American Academy of Pediatrics, 1993, 1994; Blank & Hoffman, 1994; Dryfoos, 1994; Wang, Haertel, & Walberg, in press). However, most educators stress the need for integrated services as they acknowledge research that shows a vital link between good health and the ability to learn (McElhaney, Russell, & Barton, 1993; National Health/Education Consortium, 1990a, 1990b). School staff are striving to integrate the social reform movements of education and health care into the everyday patterns of schooling (Zedosky, 1995).

Education reform, health care reform, and the process of services integration are three social reforms that are simultaneously shaking the foundation of American education. With dramatic changes produced by shifting social, cultural, and economic patterns, schools are seeking new ways to address student needs. As a scientific discipline, it is possible for psychology to stand at the nexus of these reform movements. Psychologists' knowledge in child development, behavioral health, services integration, knowledge acquisition, program evaluation,systems research, and reframing schools (Talley & Short, 1995), provides the necessary information and tools to guide schools through their current crises.

## The Traditional Relationship of the Schools to Psychological Practice

Historically, psychology has played a significant role in schools and schooling. For over a century, psychology has served as the foundation of education theory and practice, and psychologists have conducted much of their research and many of their interventions in public schools (Fagan, 1992). Early school learning and diagnostic clinics were organized, staffed, and administered by psychologists (Fagan & Wise, 1994). In these functions, psychologists typically worked as relatively autonomous professionals whose major role and identity were outside of schools' organizational structure.

Since the passage of federal legislation for handicapped students in 1975, psychology's formal role in the schools has been both more visible and often more limited. By law, all schools were mandated to provide school psychological services. Accordingly, most school systems in the United States have worked to employ school psychologists. Other types of psychologists also work with or in the schools as researchers,evaluators, and therapists; however, state and federal special education legislation specifically requires the provision of school psychological services. As the specialists credentialed to provide psychological services in the schools, school psychologists have flourished in numbers and influence over the last twenty years. However, the services that these psychologists provide typically have centered around psychoeducational assessment, often to the exclusion of other services for which they may have been prepared to deliver.

## Service Delivery Models

From our work, we have identified four models of service delivery for education and health initiatives. While submodels have been discussed by others, we believe that the four basic models noted below serve as a useful framework for viewing the delivery of psychological services in schools.

*School-based Services.* School-based services are typically provided on school grounds, by school district employees,

and are paid for by school funds (local, state, and federal dollars) (Peak & Hauser, 1994). This model represents traditional service delivery. A familiar version of this would be the structure of a typical school psychological services program within a district; an emerging example would be the Family Resource and Youth Service Centers established as a part of the *Kentucky Education Reform Act* (Roth & Constantine, 1995; Shearer & Holschneider, 1995).

*School-linked Services.* School-linked services are provided on or near school grounds by staff who are not employed by the district and who are paid with non-school funds. Examples of this model are school health clinics such as those established by the Robert Wood Johnson Foundation, the Schools of the Future model in Texas, and the California Healthy Start program.

*Community-linked Services.* The third model is one rarely discussed in the literature: community-linked services. Services that connect schools and communities in this fashion employ school personnel who are paid with school district funds to deliver services within the community. Examples of this are job placement programs where teachers and students work at business locations to task analyze jobs and coach students for optimal performance, as well as many special education placement programs, such as day-treatment programs that are housed in hospitals.

*Community-based Services.* Community-based services are community funded (Jason, 1982). They employ staff who report to community entities, who are paid with non-school dollars, and who work at settings other than the schools. Traditional community mental health models fit this paradigm.

*Summary of Service Models.* While school-based and community-based models are the traditional delivery systems of psychological services, we believe that emerging school-linked and community-linked models offer expanded practice opportunities. With schools removing boundaries that historically have separated them from the community, and as community providers learn the culture, structure, and needs of schools, openings will increase for collaborative, comprehensive services that are delivered based on the needs of the individual and the systems in which that individual functions. With schools looking to address both education and health care reform mandates, psychologists who are open to rethinking service delivery to children and youth will be presented with new challenges and options.

## Implications for the Future of Psychological Practice in Schools

To ensure the relevance of psychology in the current school social reform climate, psychologists may need to consider making several major adaptations (Gutkin, in press; Talley & Short, 1994a). As we have written elsewhere, (Short & Talley, in press-a, in press-b), these adaptations address issues of practice setting, services, credentialling, education, which includes training and continuing professional development, and school structure, such as employer, supervision, and financing considerations.

*Practice Setting.* The most obvious of these adjustments is *practice setting*. School components of recent social reform initiatives identify the complexity of children's problems from a holistic perspective. Treating the whole child requires expanding the service delivery field to include all settings in which the child develops and operates. A psychologist providing such services may need to have a job role that spans settings as he or she negotiates and crosses boundaries.

*Services.* The second of these changes is the *nature of practice*. Although specific skills and responsibilities may vary widely among school-based and school-related psychologist practitioners, most psychologists are involved in assessing and remediating educational, emotional, and behavioral problems. Such activities typically target individuals or smallgroups. Psychologists in public health care, as well as those implementing some areas of education reform, will be required, instead, to consider populations and prevention. Services to individuals and small groups will yield to efforts targeting broad categories of people who are at risk of exhibiting problems; further, these problems will be defined as systems, social, and public health problems (e.g., violence, substance abuse) rather than as educational and intrapersonal problems.

*Credentialling.* Credentialling for service provision may be an important change required by school social reforms. Although, school psychologists currently must be certified by state departments of education in order to practice in the schools, most often these professionals are not required to be licensed by state psychology licensing boards *for school practice.* Only the education credential is needed for school psychologists to practice within the schools, whereas delivery of services outside the schools requires state licensure (although not necessarily in psychology). Such a requirement for state licensure would almost surely disenfranchise the majority of school psychologists in the schools from engaging fully in health service provision, particularly for activities thatgenerate outside reimbursement. Conversely, psychologists licensed to provide services outside of schools typically cannot be employed as school psychologists without credentialling as a school psychologist.

At best, credentialling might bifurcate school-related psychological services to children in general, and school

psychology in particular: practitioners credentialed only as school psychologists would be eligible to provide traditional, primarily diagnostic and gate-keeping functions, but not comprehensive health and education services. Practitioners licensed only as psychologists would be able to furnish comprehensive health-related and education services, but could not be employed as school psychologists. Neither group would be able to provide both school-based and community-based services to children and families.

### Education and Training/Continuing Professional Development

To accomplish many of these adaptations, fundamental changes in the *education and training* of psychologists may be required (Lehman, 1995). Schools that embrace new comprehensive models of school-related social reform will need psychologists with a wide array of skills -- skills which may diverge from traditional child practitioner training. For example, education and training may need to include changes in several areas, including assessment, interventions, and research. In every case,training must include didactic and experiential experiences in interdisciplinary, interprofessional, and interagency collaboration.

*Identity.* The possibility of changes in psychologists' training raises a related question about the *identity* of psychological service providers within the context of school-related social reforms (Bardon, 1994; *Definition of the Specialty of School Psychology, draft, 1*994). Schools obviously are the primary setting for school health initiatives, but education and health problems and their solutions are now conceptualized more broadly as community issues. What is needed are psychologist practitioners who are identified with fluid care across school settings and other community settings in the service of children and families. Psychology for children and families may need to reframe itself in broader terms while maintaining its ties with schools and education to include school-based, school-linked, community-linked, and community-based identities. One promising model for such an identity is public health psychology (Tanabe, 1982; Stokols, 1992), which incorporates psychology's role in prevention and community health initiatives (Talley, Short, & Kolbe, 1995).

### School Structure: Issues of Employer, Supervision, and Reimbursement

In reformed schools, a core of school psychological service providers will be needed to anchor psychological service delivery within the system and to serve in leadership and coordinating roles. However, future practice models may include psychologists of varying specialties as members of the core. In addition, some psychologists may serve as "adjunct" team members providing specialized skills in specific areas, much as adjunct professors do at the university level. For example, the Memphis City Schools Mental Health Center employs school, counseling, and clinical psychologists as Ph.D.-level staff serving in supervisory roles. Other models of the future may include sports psychologists working in schools with athletes and athletic teams, educational psychologists consulting on curricula, health psychologists collaborating with the school district's health team, and community psychologists advising on broad-based community prevention and early intervention strategies, just to name a few of the myriad possibilities. Issues to be resolved include the employment arrangement (employee-employer or consulting, full-time or part-time), appropriate administrative and clinical supervision, and reimbursement strategies.

### Summary

The confluence of education reform and health care reform, combined with the services integration movement, offers promise for our nation's schools. It is vital that psychologists and the rich scientific knowledge base of psychology be intimately involved in these changes. New models of service delivery will need to build on existing models, creating new structures to address the complex needs of children and youth. Psychology's challenge will be to help develop, implement, and evaluate these emerging models, and to ensure that all students have access to psychological services in the schools.

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...it is likely that the core services will remain but they will be overshadowed by newer methods and procedures that are delivered via new organizational systems

# Psychological Services in the Schools

R.W. Kamphaus, Ph.D.

## Overview

Psychological services have been part of the American schooling experience for nearly a century. In fact, the Child Study Bureau of the Chicago Public Schools (the first recognized school psychology service) traces its roots to 1898 (French, 1990). The nature of school psychology services, however, has changed dramatically over the decades so that modern school psychology services differ significantly from their roots (Bardon, 1990).

For much of this century school psychology services have emphasized assessment practice. School psychologists have primarily been involved in evaluating the needs of children in order to determine eligibility for special education and related services (Bardon, 1990). Although, school psychology services have always been diverse, the array of practice has not been as visible as the central assessment role. For example, even when carrying out primarily assessment duties school psychologists have been involved in delivery of interventions, research planning and consultation, and administration.

Over the course of the past couple of decades school psychology services have expanded to meet a broader array of needs. In some cases, indirect service delivery has become the norm and school psychology services have increasingly influenced the entire student body, not just children who are identified as having special needs (Bardon, 1990). School psychology services will continue to evolve to include a changing array of services that will likely be characterized by increasing diversity (Bardon, 1990).

## Service Providers

The entry level requirements for school psychology practitioners continue to increase as the profession continually aspires to higher levels of expertise. In addition, large numbers of providers possess a doctoral degree and, increasingly, school psychologists are seeking formal post-doctoral training experiences.

School psychology services are typically delivered by individuals with graduate-level training in psychology and education. Some service providers possess a master's or educational specialist degree and are credentialed by a state board of education or other sanctioning body. Other service providers include psychologists holding the doctoral degree who are licensed for the independent practice of psychology andwho hold specialty expertise in school psychology. In some cases psychological services in the schools may be delivered by psychologists with various types of specialty training such as counseling psychology or developmental psychology.

## Organizational Structure of Services

Modern psychological services may be organized in the schools in a variety of ways. In some schools, psychologists form a unit within a pupil personnel team that is chaired by a psychologist. In this organizational structure, school psychology services reflect their historical association with the child study bureau found in urban schools in the early part of this century. In other school districts, psychologists are stationed at individual schools and they may be only loosely affiliated with other psychologists serving the same school district.

Health care and education reform portend great changes for the organization of school psychology services. School psychologists may now be found to be part of school-based health clinics and community mental health centers. In some cases school psychological services are provided by psychologists who are employed in independent health care provider groups.

Regardless of organizational structure, school psychologists offer a similar core of health care services and, where a psychologist holds a special expertise, an expanded array of services.

## Core Services

Some of the core psychological services, which are offered by psychologists in the schools, include the following (APA, 1981):

1. Assessment of a student's needs and characteristics that are related to a child's performance in school. Typically, assessment services are broadly defined to include other factors that may affect a child's progress, such as parent and teacher variables, and macrovariables such as school climate and policies.

2. Direct and indirect interventions that improve the adaptation of a child, group of children, parents, teachers, or other individuals or groups. Direct interventions may involve services such as individual or group counseling or the delivery of parent or teacher education programs. Examples of indirect services include consultations with teachers, parents, or principals to effect change that, in turn, may influence a child's or group of children's educational or behavioral outcomes.
3. Program development and evaluation. School psychologists are frequently sought out to join school- or community-based groups that are designing intervention programs for large numbers of individuals. School psychologists bring psychological knowledge, measurement expertise, and other skills to such endeavors.
4. Supervision and coordination of school psychology or related services. School psychology is often called on to fill administrative or quasi-administrative roles in schools and other settings. School psychologists may be found in the ranks of directors of health-care clinics, special education, and health-related services among other administrative roles.

**Specialized and Emerging Services**

School psychologists with post-doctoral training or other experiences often provide an expanded array of services to school children. Some psychologists work in school district research centers conducting research on learning, assessment, or program effectiveness. Others possess expertise in pediatrics, allowing them to consult with teachers regarding the adaptation of a child with Sickle Cell Disease or Acute Lymphocytic Leukemia to schooling. Still others possess special expertise in family therapy, neuropsychology, statistics and measurement, infant and preschool development, behavioral medicine or other areas.

School psychology services are also expanding rapidly to meet societal needs. Examples of the types of needs being met through expanded services include the habilitating of learning disabled adults to college, cognitive therapy for brain-injured adults and geriatric populations, and the design of computer-based training and assessment paradigms for individuals of all ages.

## Summary

Psychological services in the schools continue to adapt to the needs of society by expanding to meet these needs with newly developed services. As schools strive to meet the needs of children and as society addresses the educational and related needs of all individuals, the demand for an expanded array of services will continue. Moreover, the clientele served by school psychology methods continues to expand to include all children in schools, groups of individuals, organizations, and adults.

The science of human behavior, that is psychology, has a wide range of application. Given the crucial nature of schooling it is no wonder that psychology has proven to be an important liaison between schooling and children; the applied arm of the discipline will again be called upon to apply this expertise for the benefit of future generations. Given the ebb and flow of scientific discovery it is impossible to specify the future of service delivery. If past experience is predictive of the future, then it is likely that the core [school psychology] services will remain but they will be overshadowed by newer methods and procedures that are delivered via new organizational systems.

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The development of educational curriculums that enhance awareness, knowledge, and skills for students is vital in schools are to provide culturally relevant, respectful and affirming teaching environments

# Working with Diverse Learners and School Staff in a Multicultural Society

by
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## Overview

With the rapidly changing population demographics of the United States and the significant growth of diverse multicultural groups, schools and professionals are being challenged as to how to provide the best comprehensive educational and support services to their increasingly diverse student population. The changes between 1980 and 1990 have been dramatic. The growth rates within this time span range from approximately 13 percent for African Americans to 108 percent for Asian Americans (Sue, 1991). It is estimated that by the turn of the century, approximately 30 percent of the United States population will be from a racial/ethnic minority group (Office of Ethnic Minority Affairs, 1995).

The increasing diversity within the schools is also demonstrated by the higher visibility of other groups of diverse learners, including, but not limited to, children with disabilities, children and families identified with the deaf culture, and gay and lesbian youth.

The challenges in working with an ever growing pluralistic school population encompass many areas. The provision of relevant multicultural curriculums, the use of culturally sensitive assessment and intervention strategies, the training of school staff in the provision of these services, the recruitment and retention of multicultural and diverse professionals, and the integration of diverse communities and parents in an authentic and empowering manner are only a few of the critical issues facing those working with today's students. Professionals are also challenged by the need to consider the impact of complex social/environmental problems, which in many contexts have negative consequences for children from various racial/ethnic and social class backgrounds. Only a few of these major issues will be highlighted.

## The Training of Culturally Sensitive Professionals

Although there has clearly been a greater recognition of the need for training in multicultural competence across professions, many programs still conceptualize this training as more of an "add-on"; that is, programs require only one or two courses for their particular professional specialty. This is in contrast to a more comprehensive and integrated "paradigm shift" in the teaching of all helping professional courses (Nuttall, Sanchez, & Webber, in press).

The training of school staff and other related professionals can be conceptualized by using a model that emphasizes three major components: awareness, knowledge, and skills (Sue, Arredondo & McDavis, 1992; Sue et al., 1982). The awareness component involves professionals examining their own values, myths, stereotypes, and world view. Knowledge entails developing a non-stereotyping, flexible understanding of cultural, social, and family dynamics of diverse groups, along with a comprehension of the critical sociopolitical, historical, and economic contexts in which people from diverse multicultural groups are embedded. Skills require the development of culturally sensitive, flexible, and empowering treatment and assessment strategies that are accompanied by communication skills, the integration of multicultural and diversity issues in various treatment modalities, multicultural consultation, and advocacy skills.

Depending on the school, staff, and community context, flexible training can take place on many levels, such as formal multicultural issues course work, in-service training, long-term consultation and analysis, multicultural program development, and reciprocal relationships with the surrounding multicultural communities.

## A Model for Serving Diverse Learners

A useful model that allows for the integration of many of these critical variables is the Ecological Model developed by Bronfenbrenner(1979) and enhanced by others (Knoff, 1986; Nuttall, Romero, & Kalesnik, 1992). According to this model, we try to understand or evaluate a student (the microsystem) in the context of his/her mesosystems (immediate family, extended family, friends, network), macrosystems (culture or subculture), and exosystems (social structures).

This model places the diverse learner, school staff, and parents/community in an ecological context, which then

allows both for a broader understanding of the critical issues affecting students from diverse backgrounds and the development of relevant service and educational models. These educational models need to be highly sensitive to the particular community and social contexts of which the diverse learners and school staff are members.

For the diverse learner and the school staff, the ability to conceptualize and integrate culture and issues of diversity within a developmental perspective is also crucial, given the changes in developmental tasks at each life stage and the various ways that these "tasks" are expressed and resolved within various cultural groups (Lee, 1995). Relevant to the diverse learner in schools, these issues must be integrated within the specialized early intervention programs offered to children with developmental issues (Lynch & Hanson, 1992). Early intervention services are an extremely important part of the total, life-stage conceptualization for low income, diverse learners because such learners are more vulnerable to developmental concerns.

**Culturally Sensitive Assessment and Treatment Strategies**

Through the development of multicultural competencies within the areas of awareness, knowledge, and skills, the probability increases of psychologists using assessment and treatment strategies that meet the needs of a wide range of culturally diverse groups.

The need for flexible and culturally sensitive assessment techniques has continued to be stressed by many in the field (Facundo, Nuttall, Walton, 1994; Nuttall, Sanchez, Borras, Nuttall, & Varvogli, in press). Examinations of the critical features in assessment should include the sociocultural context of the diverse learner and his family, the sociocultural background of the examiner, such as issues of awareness of biases and stereotypes, and the selection of appropriate testing, interview, and survey instruments. All of these measures enhance the possibility of more relevant and culturally sensitive assessments. Furthermore, the consideration of issues related to language and its complexities is another major factor in providing relevant and meaningful assessments.

The need for changes in the conceptualization of children's abilitiesand how skills are assessed, particularly with diverse learners, has also led to strategies that focus on problem-solving abilities. Maker, Nielson, and Rogers (1994) described the need for change in assessments within a diverse school settings, including the assessments of students who are to be considered "gifted." The authors presented various assessment programs that rely on Gardner's theory of multiple intelligences (1983) and they provided an analysis of problem-solving strategies for individual children. These procedures stress the process of problem solving and they offer an examination of each child's pattern of multiple intelligences in an attempt to get away from the more traditional and, at times, rigid analyses based on formal intelligence and skills testing. Likewise, the model of Maker, Nielson, and Rogers (1994) has great implications for the assessment of children of all levels and children from diverse backgrounds. Their model allows for individual analyses of children's particular problem-solving style and strengths, which are then encouraged, while areas for remediation are addressed.

Intervention strategies also need to incorporate the critical issues of culture and social context. Works on specific cultural groups, such as Lock (1995) on interventions with African American youth, Jackson (1995) on counseling youth of Arab Ancestry, Thomason (1995) on counseling Native American clients, Zapata (1995) on working with Latinos, and Yagi& Oh (1995) on interventions with Asian American youth, provide valuable guidelines on working with specific populations and serve to increase awareness of the specific cultural factors relevant to that particular cultural group. Awareness of, and the ability to assess, specific factors such as acculturation, language proficiency (including guidelines on the use of translators), and sociocultural history, further enhances the provision of culturally affirming treatment strategies (Paniagua, 1994; Vazquez Nuttall, DeLeon, & Valle, 1990).

The need to deal with diverse groups must also include work with gay and lesbian youth (LaFontaine, 1994) and youth with disabilities (Sanchez, in press), particularly as we proceed with educational inclusion models which are further enhancing the diversity presented within school systems.

**Training Students to be Culturally Sensitive**

With the changing composition of today's student population, the need to provide educational programs that address the complex issues related to multiculturalism and diversity is becoming more and more evident. Schools and educators must begin to develop curriculums that integrate awareness, knowledge, and skills within educational materials. It is critical that diversity and multiculturalism not beconceived as being accomplished by adding a course, a lecture, or a one-day "multicultural fair." A total curriculum transformation needs to take place where the critical issues of diversity and multiculturalism are integrated into all aspects of students' academic achievement, social skills development, and relationship with the community at large.

An example of such an attempt is the work of one of the authors (Li, 1993, 1994) who developed a psycho-educational course to help students increase their self-awareness, acceptance and appreciation of the self and others, and communication skills. The course was tried in two multicultural schools and in one school comprised mainly

of minority children. The response from the students and teachers of both regular and special education classrooms was positive. They noticed the nurturing climate developed through the course.

The opportunity for children to begin to integrate into their lives issues related to multiculturalism and diversity is vital to the development of acceptance and respect for others from diverse backgrounds. Along with traditional educational models that present historical and social information about people from diverse backgrounds, the creation of models that stress the development of awareness and cultural sensitivity skills needs to take place (Omizo & D'Andrea, 1995). Under this general category of enhancing multicultural awareness and respect for diversity is the critical need for confronting issues of racism and prejudice. The need for direct discussion and exploration of these issues within schools needs to be conceptualized as another critical element of the work done by those involved with the diverse learner within multicultural settings (Ponterotto & Pedersen, 1993).

### Involving Parents and Community as Authentic Participants

Another major component in working with diverse learners is that of establishing "authentic" relationships with parents and the community. This is a critical element of any effort directed towards increasing multicultural understanding and the development of a truly pluralistic school and community environment. To become actively involved in school is hard for immigrant parents who are not familiar with American school systems. Workshops on American schools including structure, rules, services, and the rights and responsibilities of parents and children are found to be helpful, even empowering, to these parents.

The need for direct work with parents and communities has been stressed by Atkinson and Juntunen (1994): "... school personnel must function as a school-home-community liaison, as an interface between school and home, school and community, and home and community" (p. 108). Casas & Furlong (1994), writing with regards to Hispanic parents, butoffering ideas clearly applicable to other multicultural groups, stress the advocacy role of school counselors both to "... increase parent participation and facilitate the increase empowerment..." (p. 121) of parents and the community. This is a critical role that needs to be taken on not just by school counselors, but by all school staff working with diverse learners in an increasingly multicultural environment.

### Summary

Learners from diverse multicultural groups, children with disabilities, and gay and lesbian youth will continue to present challenges to schools and those providing educational and support services. The development of educational curriculums that enhance awareness, knowledge, and skills for students is vital if schools are to provide culturally relevant, respectful, and affirming teaching environments. To that end, the development of culturally sensitive assessment and intervention strategies, multicultural consultation, and professional training needs to take place. Structured along the lines of awareness, knowledge, and skills development, such actions will enhance diversity within the school environment. The diverse student and community can be conceptualized as a wonderful and exciting element of the world we live in, and not as a hindrance to the educational process. The authentic involvement of parents as active and empowered members of the school community will link school staff with the diverse learner, further increasing and affirming cultural diversity within our school settings.

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A service integration perspective that recognizes the central role that schools play in the lives of children should guide efforts to establish an empowering, healthy climate

# Health Services in the Schools: Building Interdisciplinary Partnerships

by

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## Overview

There are two essential social systems with which virtually all children and families have routine, significant contact: school and health care settings. The school is an environment wherein children not only engage in academic learning and growth, but where they also experience social and emotional interactions with adults and peers so as to build self-esteem and social competence. These essential experiences can serve to increase later prospects for success in relationships, the work place, and personal pursuits. It is vital that schools support the broad developmental needs of children and families.

Schools are being asked to address the needs of children and youth at a time when fundamental transformations of schooling structures and outcome expectations are also being demanded (Children's Defense Fund, 1992). Restructured schools alone cannot satisfactorily address the multidimensional needs of children and youth. Schools and other child- and family-service organizations must collaborate to enhance the likelihood of educational and personal success for all children. Recent legislative and policy initiatives, such as *Healthy People 2000* (1990), a blueprint for disease prevention and health promotion, highlight the important role that schools must play in assuring the well-being of our nation's children and youth.

In order to address the developmental needs of children and families in a comprehensive and preventive manner, schools and communities must coordinate services. Therefore, a service integration perspective that recognizes the central role that schools play in the lives of children should guide efforts to establish an empowering, healthy climate for them and their families within the community at large (Institute for Educational Leadership, 1992; Oomes & Herendeen, 1989). Such a view acknowledges the complex, reciprocal interaction among social systems, including families, when problems are conceptualized and service systems are designed. It assumes that children and families are most likely to benefit from collaborative, focused efforts among the various systems responsible for addressing their needs, both formal and informal.

## Interdisciplinary Partnerships in Health Care

There is an emerging consensus among professionals and consumers that the current health care service delivery system is not meeting the needs of children and families (Knitzer, 1982; National Commission on Child Welfare and Family Preservation, 1990). Solutions must move beyond adding resources (e.g., more funding, more programs) and toward fundamental changes in how the system operates. Social and political institutions have not considered the needs of children and families as funding priorities (Melaville & Blank, 1991, 1993). Individual service delivery systems for children (e.g., health care, education, social service, mental health) are funded and designed to address isolated and crisis-oriented needs, rather than to promote healthy development for all children and families in a comprehensive fashion. In addition, some parents either have no knowledge of how to access available services, or they may not value them. Thus, services provided to children and families frequently are not comprehensive, responsive, or integrated.

Key sources of difficulty in the current service delivery system are the lack of clarity, coordination, and comprehensiveness, resulting in inflexible patterns of funding, training, and service provision. Since thecognitive, social, emotional, educational, and physical needs of children are complex, an integrated services model provides for a more coherent, needs-based response to these complex problems (Chaudry, Maurer, Oshinsky & Mackie, 1993; Dunst, Trivette, Gordon, & Pletcher, 1989).

## Health Care in Schools through Service Integration

The efficacy of services to children and families can be viewed from the perspective of the families themselves. When examined in this manner, emphasis is placed upon the nature of service delivery events or episodes that occur,

and the impact these events have on children and families. Within a well-integrated program, typically:

- services are available in close proximity and are accessible without reference to physical, psychological, social, linguistic, sexual orientation, or other barriers;
- services are comprehensive and appropriate, in that they possess features that address priority needs the family has identified, at a level of service sufficient to their need;
- services are formulated and delivered at a high level of quality such that the family perceives them as an organized whole and can participate in a consistent and effective manner;
- services promote psychological competence and self sufficiency rather than focusing exclusively on dysfunction and pathology;
- services are oriented toward full participation, partnership, and empowerment of family members;
- services are sensitive to cultural, gender, racial, linguistic, class, disability, and sexual orientation issues; and,
- interventions are driven by concern for the needs and desires of the consumers (i.e., children and families) and emphasize explicit outcomes stated in a positive manner. (Paavola et al., 1995, p. 22).

**Features of an Integrated Service System**

Relative to the definition offered previously, there is a continuum of integrated services that varies as a function of need, service availability, problem severity, and related dimensions. From the perspective of children and families, many opportunities and services can best be accessed through a single provider and implemented in an integrative manner. An integrated services model also assumes that the greater the number of providers involved (e.g., psychologists, nurses, teachers, social workers, physicians, day care workers), the greater the need for effective collaboration. Timely and responsive interventions on behalf of children and families therefore rely on effective communication, coordination, andcollaboration among service providers, agencies and organizations, and the consumers of services (children and families).

Thus, *coordinated and collaborative services* should be the essential standard by which effective services are delivered. The service system must respond to the multiplicity of needs exhibited by children and families through carefully orchestrated teamwork. At a minimum, this collaboration takes the form of different providers (from independent agencies) communicating regularly by phone regarding a child or family. Or, it may involve regular face-to-face meetings and case conferences among providers. Ideally, providers and family members would work as an integrated team to provide needed services. The net result of the integrated team concept could be service delivery models such as "one-stop shopping" or more staff sharing and program development activity.

The service delivery system should also allow for both *ease of entry and flexibility of movement.* For example, if the point of initial contact in a community is a school setting, there should be a clear connection between the school and the array of community services that the family needs, regardless of categorical restrictions. This requires that individual providers and agencies see themselves as part of a much larger ecology that is community-wide and geared to aiding the overallclimate within which children grow and develop. The point of initial entry into such a system should be less critical than the fact that child and family needs are considered paramount in responding to the concerns presented. The flexibility of movement concept allows for a child or family to enter such a system at any point and move flexibly between services as their needs dictate without having to confront barriers.

The service delivery system must be organized for both *maximum development of the child and for accountability,* first to the family, and also to the community within which the child lives. This means that providers need to be re-trained within a consumer-oriented model, with children and families seen as customers with whom one must collaborate, rather than as patients or adversaries. Community accountability refers to concern for improving the quality of life in communities through community resource development, advocacy, and related activities.

*Funding for coordinated and collaborative service needs to be both flexible and shared* (where possible) among agencies, such that different agencies can be encouraged to develop together programs that serve children and families holistically. Funding and program decisions need to be made from the "bottom up" and those providers who have on-going contact and communication with the family should be themajor decision makers about how pooled and/or flexible funds can be utilized most effectively, with direct input from the consumers of services.

*Interdisciplinary interaction and training* for providers needs to be a top priority in an integrated service model. It will be necessary for providers from different disciplines to know what other disciplines can contribute to solutions for issues confronting families. Collaborative effort outside of traditional disciplinary lines creates opportunities for true communication and integration among providers.

## Relevance to Psychology

### Role of Psychologists

Psychologists develop systems that ensure the healthy development of children and the strengthening and empowerment of families. In both primary health care and school settings, psychology can play an integral role in *prevention, assessment, treatment, consultation, and advocacy* for children and families. Psychologists employed in other social service, mental health, and related organizational settings can also have considerable impact on the welfare of children and families through early intervention and treatment activities. In all settings, psychological services must be integrated with other necessary services and thenprovided in a manner that does not artificially separate the physical, emotional, and social needs of children and families.

There are a number of integrated service efforts underway, many of which involve or are led by psychologists. For example, the School of the Future project (Holtzman, 1992) in Austin, Dallas, Houston, and San Antonio, Texas (partially funded by the Hogg Foundation) focuses on the coordination and delivery of an extensive array of health and human services through neighborhood schools. In the Memphis City Schools, educational, mental health, and social services have been integrated within a "one-stop shopping" paradigm (Paavola, Hannah, & Nichol, 1989). The National Institute of Mental Health promotes the Child and Adolescent Service System Program (CASSP) initiative, designed to improve mental health services for children with severe emotional disabilities by encouraging states to provide more comprehensive and coordinated services through interagency collaboration and service coordination (Day & Roberts, 1991).

The Robert Wood Johnson Foundation is extensively involved in health promotion and in improving systems of care for children with emotional and behavioral problems. Other prominent foundations sponsor large-scale family support and integrated services demonstration projects in a number of states (e.g., Annie B. Casey Foundation, PewCharitable Trust). Scattered across the country are numerous other projects and activities in this same vein (e.g., within Head Start and related early education programs). Emerging from these projects is evidence that integrated services can be effective, responsive, and cost-efficient (Illback, 1992, 1993). Furthermore, there is a recognition of the need to extend these findings to the health-service system as a whole.

### Implications for School Health Psychology

The concept of service integration has several implications for psychology as a profession and psychologists as health-service providers in schools. Implications for psychological training, practice, research, and leadership, are discussed below.

**Training.** Service integration has major implications for both graduate and in-service training of psychologists since this integration will require greater breadth and flexibility among practitioners. A school health psychologist with expertise in behavioral health who serves an elementary school, for example, will need to be competent in a broad number of skills and approaches, ranging from typical developmental concerns and issues, to guidelines for monitoring commonly used child psychotropic medications, family interventions, and community consultation. Professionals who are "generalists" in human services willhave greater possibilities for employment in an integrated service system than those whose background is limited specifically to traditional psychological practice specialties. There will, of course, always be some need for specialization, particularly with respect to low-incidence or highly technical problems. Psychologists will need more systematic training in collaborative and consultation-based approaches to practice.

**Practice.** Psychological services within an integrated services framework will look and feel substantially different. Practitioners will be able to exercise greater flexibility in the range of activities in which they engage, and will not be as constrained in regard to funding source and eligibility considerations. They will spend more time working as part of a team, in concert with a variety of providers, caregivers, and community members. In addition to the school-based services they provide, school-health psychologists are likely to spend more time in homes and other community settings. These psychologists will routinely work across interdisciplinary boundaries among various social systems that impinge on children and families to coordinate activities, manage conflict, and insure focus and quality of services.

**Leadership.** Psychologists should be trained and encouraged to assume leadership roles within integrated service programs. In addition to the more traditional aspects of program administration andsupervision, leadership activities should focus on establishing an integrative strategic vision for child-serving organizations, building collaborative teams, and facilitating planned organizational change in the direction of more integrated services.

**Research.** Psychological research on the efficacy of integrated service delivery approaches for children and families represents a unique contribution for psychology. Such research is distinct from traditional controlled experimentation, in that the array of target problems is vast, treatment programs are diverse and multifaceted, and

outcome measurements complicated. Practicing psychologists need to become proficient in a broader range of methods and procedures (e.g., quasi-experimental design, multivariate analysis, program evaluation techniques, qualitative research) in order to conduct such social policy and program-related investigations. Psychologists would also be in a unique position to help service systems develop and validate information systems to allow for on-going program monitoring and management.

## Summary

These changes would result in considerably greater effectiveness in the use of psychology to advance the delivery of health-care services in schools. There are at present large numbers of children and families whose needs in the areas of health, behavioral health, mental health,education, and social welfare are not being met. In addition to the personal cost to these individuals, the prosperity of the country suffers from their resultant inability to contribute fully as citizens. Psychology, in collaboration with other concerned persons and professions, has an opportunity to exercise the leadership necessary to secure for these children and families effective, responsive, and comprehensive health services in schools and other settings.

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...psychological services to children, including services to and in the schools, must change to meet the demands of national systemic social reforms

# Redefining Doctoral School Psychology

by

Rick Jay Short  Ronda C. Talley

## Overview

Factors outside of psychology, both positive and negative, are pressing school psychology to re-examine itself (Short & Talley, in press). On the positive side, we have reported significant opportunities for psychologists in school-related roles within education reform and health care reform legislation (Short & Talley, 1994; Talley & Short, 1994; in press). To explore psychology's place in these reform movements, Division 16 has developed a task force to examine the specialty of school psychology within the framework of professional psychology. The Council of Directors of School Psychology Programs (CDSPP), in collaboration with the APA Center for Education and Training in Psychology (CETP), is sponsoring a pre-APA convention meeting on redefining doctoral school psychology. At the same time, the Division 16 Administrators of School Psychological Services (ASPS) Group and the APA Center for Psychology in Schools and Education (CPSE) will co-sponsor "Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools," which will consider the identity of school psychology from a practitioner's perspective.

On the negative side, we have noted a number of instances where federal regulatory language specifically excludes school psychology from roles that are open to other professional psychology specializations (e.g., National Health Service Corps). There are other instances in which school psychology simply is not included in lists of psychologists eligible for fellowships (e.g., the most recent Patricia Roberts Harris Fellowship guidelines). Many of these possibilities will necessitate a thorough evaluation of school psychology's nature, identity, and contribution in order to take advantage of these opportunities.

As we have proposed in a previous paper (Talley & Short, 1994), we believe that the above factors, among others, indicate that the time is right for a reconceptualization of doctoral school psychology. This reframing should take into account the relationship of doctoral school psychology to the larger fields of both school psychology and professional psychology. Within the context of the current state of practice of school psychology, we also present a proposal based on several major premises, all of which have some empirical and experiential support. These premises are listed below.

1. Recent comprehensive reform initiatives will require psychological practitioners to possess the skills,credentials, and identity to cross service boundaries and to integrate services in a facile manner.
2. Doctoral school psychology provides the skills and credentials to span settings.
3. Psychology (sometimes called professional psychology) is a doctoral profession based primarily outside of the schools.
4. School psychology is a separate, nondoctoral profession based in the schools.

## Opportunities and Challenges from Social Reforms

As we have noted elsewhere (Talley & Short, in press), reform of the health care system, including a renewed emphasis on school health, offers psychologists opportunities for practice that would have been considered highly unusual even five years ago. For example, with the move toward school-based health clinics and centers, psychologists are being asked to provide not only traditional mental health services in the schools, but also systemic services that focus on broad-based community prevention activities. Health care reform is putting psychology in its truest sense back into the schools.

As suggested in *Reforming America's Schools: Psychology's Role* (Talley & Short, 1995), education reform is also providing new challenges for psychologists. Under education reform, psychologists are being challenged to assist in reframing schools, providing systemic needs assessment, planning and evaluation of educational outcomes using new forms of assessment (performance, functional, etc.) and interjecting behavioral health and child development into the traditional education service delivery mix. The convergence of health and education reform in legislation such as the Kentucky Education Reform Act suggests that not only are new skills needed, but psychology also would benefit from a new public perception of psychologists involved in such innovative efforts.

In addition, a third reform movement, the reform in human services arenas, like services integration, requires new skills as well as a reconceptualization of our place in service to America's children and youth. The buzz words of "collaborative" and "teaming" suggest that in order to meet the *comprehensive* needs of children, we must partner intraprofessionally, interprofessionally, and across systems (schools, community mental health, juvenile justice, health services, etc.) in order to address fully the tremendous human needs. New models of school-based and -linked, as well as community-based and -linked services, will require new ways of delivering services across settings that allowdifferent disciplines and specialties to work in concert rather than in competition. Psychologists who demonstrate mastery in service integration will flourish because of their depth of technical competence and their breadth of process skills.

**Doctoral School Psychology: Multiple Settings, Multiple Roles**

Doctoral education and training in school psychology provides formal preparation for practice both within and outside of the schools (Reschly & McMaster-Beyer, 1991). In addition to core school psychology coursework equal to (at least in hours) specialist training, doctoral school psychology programs are offering more hours of training in settings other than schools. According to Reschly & McMaster-Beyer, these additional requirements prepare doctoral school psychologists both for school-based practice and broader, extra-school practice.

Even though licensed psychologists are credentialed to provide services to the public, they often cannot be employed by the schools without additional certification from state departments of education. This constitutes an interesting mutual exclusion phenomenon: school psychologists (nondoctoral practitioners credentialed by state departments of education) typically cannot practice outside of the schools, and licensed psychologists (doctoral practitioners credentialed by state boards of psychology) typically cannot practice as employees of the schools. The single exception to this bottleneck is the doctoral school psychologist, who can be credentialed to practice by both agencies.

**Professional Psychology as a Doctoral Profession**

It is clear, if not noncontroversial, that the more general practice of psychology currently requires the doctoral degree and a license. Although some writers have suggested that there is little empirical support for requiring the doctorate for independent practice of psychology (e.g., Coulter, 1989), recent articles have provided some justification for the requirement (Reschly & McMaster-Beyer, 1991; Robiner, Arbisi, & Edwall, 1994). Licensed psychologists typically practice in a range of settings, with a variety of clients, using an assortment of treatment techniques within their expertise.

Credentialling for the independent practice of psychology by state boards of psychology almost mirrors the aforementioned state department of education school psychology credentialling guidelines. Whereas most state departments of education recognize only the nondoctoral degree for credentialling as a school psychologist, most state licensing boards acknowledge only the doctoral degree for full credentialling as a psychologist. Although licensing boards typically require some designation of specialty (e.g., clinical, counseling, school) by the licensee, most psychology licenses are generic (Prus, Curtis, Draper, & Hunley, 1995). With a few exceptions, psychologists are licensed to practice as psychologists, rather than as practitioners of their specialization.

**Nondoctoral School Psychology**

Many writers have concluded that school psychology, similar to counseling and social work, has gained such focus and articulation that the nondoctoral level now defines the discipline. In a recent theme section of *School Psychology Review,* entitled "Will the Real School Psychologist Please Stand Up: Is the Past a Prologue for the Future of School Psychology?" (Fagan, 1994), Jack Bardon asserted the following: "I cannot tell you if we school psychology will be around in 2010. I think we will be, but we may not. Our hope is to take seriously that we are now a separate nondoctoral profession. . ." (Bardon, 1994, p. 587).

Although we believe that doctoral school psychology makes a vital contribution to psychology, our examination of evidence from the literature and from our own experience forced us to conclude that Bardon's statement has considerable support. Questions of who practices school psychology in the schools, what training these practitioners receive, what these practitioners do in the schools, and who is eligible for credentialling as a school psychologist all point toward Bardon's concept of a nondoctoral profession -- that nondoctoral school psychology represents the primary, the sufficient, and indeed the only required, level of training for practice in the schools.

**Education and Training for School Practice**

Since the mid-1970s, the accepted level for education and training for practice in the schools has advanced from the master's level to the specialist level (Reschly & McMaster-Beyer, 1991). Specialist-level training in school psychology typically consists of two years of coursework, plus one year of full-time internship. Adopting this level of training as the standard has resulted in a cadre of professionals with more training than any other group of

practitioners in the schools. Whereas doctoral practitioners often practice in the schools and bring considerable expertise to their roles as school psychologists, most school-based practitioners have been trained at the nondoctoral level.

### Credentialling and Regulation for School Practice

For most state departments of education, school-based practice of school psychology has been set for a number of years at the nondoctoral level. A recent summary of data (Prus et al., 1995) shows that almost all state education agencies (47, or over 92 percent) grant full use of the title "school psychologist" to appropriately-credentialed nondoctoral school practitioners. Most states (38, or almost 75 percent) do not list the doctoral level in their credentialling standards, suggesting that the ceiling for credentialling in school psychology in those states is the nondoctoral degree. In these states, the nondoctoral degree appears to be not the entry level, but the *only* level credentialed for practice. State credentialling for school-based school psychology is almost entirely nondoctoral and, perhaps more important for doctoral school psychology, mostly single-level.

### The Nature of School Practice

Despite at least two decades of efforts to expand the practice of psychology in the schools, the predominant practice model continues to be that of the special-education-related psychoeducational examiner (Reschly & Wilson, 1995). Within this model, the psychologist primarily performs technical roles of assessment and participation in team decision-making concerning problems in student learning and achievement. One explanation for the prevalence of the psychoeducational examiner model undoubtedly lies in the organization and structure of American schools. Another probably has to do with role specifications derived from federal and state special education legislation. Regardless of the reasons for the resilience of this model for school-based practice, it seems clear that acceptable practice within the model does not require doctoral training. A review of several surveys concerning who practices school psychology in the schools indicates that an impressive majority of these practitioners hold a nondoctoral degree (Smith, 1995).

### Practice Incentives

Many doctoral-level school psychologists work effectively and happily as practitioners in the schools. However, many other school-based doctoral practitioners migrate to administrative positions in the schools, and many doctoral-level practitioners choose not to practice in the schools (Short & Rosenthal, 1994). At least part of the reason for this choice is the lack of incentives from the schools for professionals with doctorates. Schools and school systems often provide little or no financial rewards for the advanced degree. Also, there often is little distinction between doctoral and nondoctoral school psychologists in terms of job duties and expectations from teachers, administrators, andparents.

### Summary

As did Bardon, we have concluded that school psychology, as a setting-based discipline, is nondoctoral. The entry level is nondoctoral and modal practice is nondoctoral. Nondoctoral education and training in school psychology appears to be at least adequate for current practice, as well as for that of the immediate future. Credentialling in school psychology is predominantly uni-level, nondoctoral, and separate from credentialling in psychology.

However, we also have suggested (Talley & Short, 1994) that psychological services to children, including services to and in the schools, must change to meet the demands of national systemic social reforms. These reforms constitute perhaps the best opportunity in many years to redefine psychological service delivery. In any case, reformed service delivery will require integrated communication and services across many community agencies, including the schools. Practitioners who are prepared and credentialed to negotiate across settings to provide these services will be critical to the success of social reform. Doctoral school psychologists may be unique among all psychological service providers at all levels in their skills and credentials -- at this very moment -- to provide services across settings.

However, at least two changes in doctoral school psychology may need to be considered to prepare us for reformed service delivery. First, we propose a re-evaluation of our identity at the doctoral level. Acknowledging the nondoctoral nature and identity of school psychology begs the question of the identity of doctoral school psychology. We believe that the training that doctoral school psychologists receive prepares them for roles within and outside of the schools, as well as giving them perspectives and expertise to handle these roles effectively. Often, however, this versatility gets lost in the school psychology title and identity, sometimes relegating well-trained doctoral practitioners to artificial limitations.

The identity of doctoral school psychology should extend beyond setting to reflect the broad range of skills and competencies -- systemic and individual -- that most doctoral school psychologists possess. This reconceptualization

of identity also would allow us to "bring home" the large number of doctoral school psychologists who practice outside of the schools. These psychologists often do not consider themselves school psychologists because of their current practice setting, yet they value their school psychology training and provide services to children, youth, and families (Short & Rosenthal, 1994). As we have said earlier (Talley & Short, 1994), the identity of the doctoral school psychologist may need to evolve beyond school psychology to some type of school psychology-plus. School psychology should be setting-based while doctoral-level psychology that incorporates school psychology should not be setting dependent. It may be that we should consider calling doctoral-level psychology that serves schools, children, youth, and families something other than school psychology, although the school component should remain prominent. A term previously used by one of us in this context is "professional child psychology."

Second, we must maintain our school psychology core identity and training in order to ensure our ability to move across settings, yet be able to use the advanced training that the doctorate represents to develop new educational, public health, and primary health competencies and identity (Talley, Short, & Kolbe, 1995). Training in professional child psychology should subsume credentialable school psychology in its core, and all doctoral psychologists within this specialization should be required to be credentialable in school psychology. Thus, the first two years of a doctoral program in psychology would constitute quality preparation in school psychology. Subsequent training and education would move away from school psychology in both identity and content. In this way, school psychology credentialling needs would always be filled, but unique and relevant preparation also would be provided. As a result, all professional child psychologists would be prepared and credentialable for service delivery both within and outside the school as they care for children, youth, and families.

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A school district could develop an internship in professional psychology as a separate, independent, institutional entity or as one among two or more institutional entities in the form of a consortium program

# Establishing School-Based Internships in Professional Psychology

by
Paul D. Nelson

## Overview

The predoctoral internship in professional psychology is a culminating training experience conducted at the end of one's doctoral education. One might say that the internship is to practice what the dissertation is to research. This is not to suggest that the two are mutually exclusive. Rather, they reflect both conceptually and administratively the fulfillment of different aspects of doctoral education and training goals in professional psychology.

"Professional psychology" is defined broadly in this instance as any area in psychology in which an individual with appropriate education and training provides psychological services to the general public. The doctoral graduate education and training program, through didactic and experiential training in the science and practice of psychology, affords the student an opportunity to learn the basic competencies necessary to provide psychological services.

The internship, building on the professional competencies acquired in the student's graduate program, provides significant opportunities for the student (intern) to assume substantial responsibility for carrying out major professional functions under appropriate supervision in a service setting Aninternship in professional psychology occurs prior to the awarding of the doctoral degree and is to be completed over a one-year period, at full-time training, or over two successive years, at half-time training (APA Committee on Accreditation, 1995).

## Accreditation and Principles

Since internships are a part of the education and training expected of students in an area of professional psychology, accreditation principles which govern the academic portion of such training also govern the internship. They are, briefly stated, as follows:

1. Accreditation is a voluntary, non-governmental process of self-study and external review intended to evaluate, enhance, and publicly recognize quality in institutions and programs of higher education and training.
2. Doctoral education and training for entry-level practice in professional psychology should be broad, not narrow and technical, and should be guided by a program philosophy or model that relates the science and practice of psychology.
3. The accreditation process places major emphasis on the outcomes of education and training, relative to program goals, objectives, and training model. Accreditation assures the clarity, appropriateness, and sustainability of these outcomes.
4. The integrity of accreditation rests on there being fair and reasonable guidelines and procedures of operation, an appropriate balance between confidentiality and public disclosure, and the exercise of professional judgment.

## Accreditation Guidelines

A. As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting that is appropriate for training professional psychologists.

B. The program clearly states its goals, objectives, and philosophy of training, the practice competencies expected of its graduates, and the organized training plan by which those outcomes are to be achieved.

C. The program has resources of appropriate quality and sufficiency to achieve its training goals and objectives. Among those resources are the internship staff, interns, facilities, administrative, and financial support.

D. The program recognizes the importance of cultural and individual diversity in the training of psychologists, reflecting the same in staff and intern recruitment efforts and in didactic and experiential training.

E. The program demonstrates that its policies, procedures, and training operations are characterized by mutual respect and courtesy between interns and staff, that staff are accessible to interns, and that due process is observed.

F. The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, it enhances the quality of training, and it contributes to fulfillment of its sponsor's mission.

G. The program demonstrates its commitment to public disclosure and "truth in advertising" by providing written and other communications that appropriately represent it to the public, including applicants.

H. The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted. It remains in "good standing."

**Administrative Setting**

An internship program may consist of, or be located under, a single administrative institutional entity (e.g., hospital, community health center, school district, counseling center, prison, etc.) or it may take the form of a consortium (i.e., being comprised of multiple independently administered entities whichhave in writing formally agreed to pool resources to conduct a training program in professional psychology). Written consortial agreements should articulate the following:

(a) characteristics of participating entities;

(b) rationale for the consortial partnership;

(c) each entity's commitment to the program's goal, etc.;

(d) each entity's obligations in function and resources;

(e) each entity's adherence to central coordination of plans;

(f) each entity's commitment to uniform administration.

**School-Based Internships: Present Status**

At the present time, only three school districts have separately-accredited internship programs in professional psychology, all being within the state of Texas and all having applied and been granted accredited status within the past five years. They are the Cypress-Fairbanks Independent School District (Houston), the Dallas Independent School District, and the Houston Independent School District (APA Committee on Accreditation, 1994 and 1995a).

Numerous other separately-accredited internship programs in professional psychology (among the slightly more than 400 accredited internship programs) serve as excellent training settings for school psychology and professional psychology (e.g., children's hospitals, youth centers, and family servicescenters), if the intern's doctoral preparation is appropriate for the training available in such settings. Information about these programs, and others not accredited, can be found in the Association of Psychology Postdoctoral and Internship Centers (APPIC) *Directory* 1994-1995 (Krieshok and Cantrell, 1994).

Finally, there are a few accredited consortium internship programs in professional psychology that include among the consortium entities elements of school districts. One of the larger among those is the Nebraska Consortium, operated and administered by the University of Nebraska. School districts in Lincoln and Omaha are among the many regional health and human service agencies participating in this consortium which presently trains 19 full-time interns in professional psychology.

In addition to the APPIC directory previously cited, an excellent resource for those with particular interest in internship training for school psychologists is the *Directory of Internships for Doctoral Students in School Psychology*, prepared by the Joint Committee on Internships for the Council of Directors of School Psychology Programs (CDSPP), APA Division of School Psychology (APADSP), and the National Association of School Psychologists (NASP) (1995). In addition to listing internship training settings that meet the criteria for being listed (not to be confused with "accredited") by the organizations represented through the Joint Committee on Internships in School Psychology, that publication contains helpful guidelines, which wereestablished by leaders in the field of school psychology, for setting up such programs. Their guidelines are complementary to those established for accreditation by the APA Committee on Accreditation.

**Summary**

A school district could develop an internship program in professional psychology as a separate, independent, institutional entity or as one among two or more institutional entities in the form of a consortium program. In either case, its accreditation would be a function of its quality as judged relative to the "Guidelines and Principles for Accreditation of Programs in Professional Psychology" (APA Committee on Accreditation, 1995b), the document from which much of this executive summary is developed.

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...benefits of current special education classification and program placement have small or no demonstrable benefits for students with mild disabilities

# Psychological Practice in Schools: System Change in the Heartland

by
Daniel J. Reschly

## Overview

System reform in the heartland is the story of a decade-long effort to change the ways we think about children and youth who experience learning or behavior problems in educational settings. Changes in thinking, or paradigm shifts, are the basis for fundamental changes in the delivery system that affect professional roles, funding procedures, and criteria for determining the quality of services. In this paper, an overview of the changes in one state, Iowa, is provided (more detailed discussions of the Iowa reform appeared in Reschly & Tilly, 1993 and Tilly, Grimes, & Reschly, 1993).

## Paradigm Shift: Interpreting National Trends at the State Level

This fundamentally different way of thinking involves a shift from seeking the causes and solutions to learning and emotional/behavioral problems in inferred internal states of the individual, to an examination of behavioral discrepancies from typical or expected patterns of behavior (problem definition). These discrepancies are resolved through changes in the social and instructional environment, based on the application of principles of instructional design and behavior change. Problems involve a mismatch between current behaviors and expectations. Problem solutions entail a redirection toward improved academic competencies and heightened social/behavioral performance. In Iowa, we have sought to implement this model of service delivery at the state level.

The Iowa paradigm shift is far from new. Virtually everyone will recognize the Iowa approach as a social learning model that uses applied behavior analysis and other behaviorally-oriented interventions. However, the application of the [Iowa] model to all aspects of a system delivering services to children and youth, including those in compensatory and special education, is unusual if not unique. Before discussing system reform in Iowa further, it is important to note that not everyone in Iowa has adopted the paradigm and practices described here. Currently, our regional educational agencies have the option of either adopting this model or a traditional one involving conventional disability categories and the associated classification criteria that necessitate emphasis on internal deficits and standardized testing. In 1995-1996, it appears that about half of state agencies will be using the social learning or behavioral model described below.

### *Guiding Principle: Student Outcomes*

The implications of an outcomes criterion are that the value of human services, such as school psychological services or special education, should be determined by client outcomes. This criterion has been applied to judgments about assessment procedures, bias in assessment, classification and placement, and system reform (Reschly, 1980, 1988). Activities and approaches that are functionally related to positive outcomes are worthwhile and useful. Conversely, activities and approaches not related to positive outcomes are questionable. The outcomes criterion requires us to think about context and what happens to children and youth after, or as a result of, the services we provide.

### *Current Services and the Outcomes Criterion*

What do school psychologists do now? Recent survey data indicate that about two-thirds of their time is devoted to various aspects of special education classification and placement, in which half of this time is spent in assessment activities (Reschly & Wilson, 1995). Using the outcomes criterion, do these activities lead to demonstrable benefits for children and youth?

### *Effectiveness of Special Education*

The single greatest flaw in what we do now is the fact that the benefits of current special education classification and program placement have small or no demonstrable benefits for students with mild disabilities. Therefore, of what value is classification and placement, the major focus of our current activities, if there are few or no identifiable benefits to children and youth?

*Non-functional and Stigmatizing Labels*

In most states, a specific disability must be designated as part of the classification and placement process. School psychologists usually are the key players in determining which disability is most appropriate for a specific student -- a complex and expensive process. Substantial evidence, however, indicates that the same treatment goals and teaching strategies are adopted regardless of the category of mild disability (Reynolds & Lakin, 1987). Furthermore, programs for low-achieving students (e. g., Chapter I) and special education for students with mild disabilities are highly similar; yet, often on the basis of a few points on a test, some students are called disabled (and more money spent on their education) while others remain in the general education program with little assistance.

*The Special Problem of Learning Disabilities*

Nearly every system reform discussion focuses more on learning disabilities (LD) than on any other disability area because LD constitutes a majority of the students in special education and, therefore, LDs represent a high proportion of the students with mild disabilities (U. S. Department of Education, 1992). Although there are many tantalizing findings in LD research, few generalizations can be made beyond the observation that students with LD have low achievement, most often in reading. Notably absent in the LD research and practice is evidence for validated differential treatment based on the LD diagnosis or the identification of reliable sub-types of LD. Two popular approaches in school psychology in treating LD students -- absent validated differential treatment, and diagnosis of underlying cognitive processes or neuropsychological status -- fail to meet the outcomes criterion.

*Treatment Validity of Assessment Procedures*

Although many standardized ability and achievement tests have good technical characteristics, most of them have little or no treatment validity, including the most widely used test in school psychology (Witt & Gresham, 1985). A number of other frequently used measures, especially the "draw a something" devices, have poor technical characteristics and no demonstrable relationship to treatment design or outcome. Other approaches find the same students eligible for special education and have the added advantage of being useful in the design, monitoring, and evaluation of treatments (e. g., Shinn, Tindal, & Stein, 1986).

A discussion of conventional assessment needs to at least touch on claims that benefits are derived from matching processing strengths to intervention methodology (teaching strategies). This is the classic Aptitude by Treatment Interaction (ATI) principle. Although ATI is an attractive and inherently sensible idea, its applications to school psychology and special education are to date non-validated (Arter & Jenkins, 1979; Cronbach, 1975; Good, Vollmer, Creek, Katz, & Chowdhri, 1993; Reschly & Ysseldyke, 1995; Teeter, 1987, 1989). Whether aptitude is conceptualized as cognitive processes, information processing modalities, or intact neurological areas, Cronbach's (1975) characterization of ATI is still accurate, "Once we attend to interactions, we enter a hall of mirrors that extends to infinity" (p. 119).

*Disjointed Incrementalism*

Disjointed incrementalism refers to the increasingly separate general and special education systems, and the myriad of special programs with separate funding streams and eligibility criteria, but which possess similar goals and clientele (Reynolds, Wang, & Walberg, 1987). The consequences of the current organization of services is the inefficient use of funds, uncoordinated programs, curricular discontinuity, and limited generalization of effects across settings.

*Quality of Interventions*

Basic intervention principles often are not implemented in IEPs, special education programs, and prereferral interventions; these interventions typically are not evaluated using individualized, treatment-sensitive measures (Flugum & Reschly, 1994).

*Disproportionate Minority Placement*

Disproportionate minority placement (DMP) may be the quintessential special education issue in the last quarter of this century. The issue is not going away (U. S. Department of Education, 1992). Most analyses of DMP have focused on testing and placement processes. Such analyses answer some questions, but miss the main issue; specifically, the effectiveness of special education programs for students with mild disabilities (Reschly, Kicklighter, & McKee, 1988).

*Summary*

System reform in Iowa is a response to problems in the current system, as well as an effort to implement advances

in assessment and interventions that can dramatically change the delivery of services to children with learning and emotional/behavioral problems. By implementing these changes, Iowa psychologists who practice in schools are creating a revolution in school psychology.

## Advances in Assessment and Interventions: Changing Psychological Services in Iowa Schools

Assessment has been, and will continue to be, a salient activity in the roles of Iowa school psychologists; however, vast changes have occurred in assessment purposes, techniques, and outcomes. Purposes focus more on interventions; specifically, what can be changed in environments to produce improved learning and behavior. Techniques increasingly involve the use of direct and frequent measures of behaviors to gather information in natural environments. These measures help define problems, establish intervention goals, monitor progress, and evaluate outcomes. Such measures also are used as the basis for determining whether or not students are eligible for more intensive instructional or social/emotional intervention programs, including special education.

### *Problem-Solving Orientation*

Iowa practitioners now routinely apply one of the problem-solving approaches that have appeared in the literature, with slight variations often related to intended population or type of problem (Bergan & Kratochwill, 1990; Gutkin & Curtis, 1990; Knoff & Batsche, 1991; Rosenfield, 1987). The problem-solving methodology uses the short-run empiricism described by Cronbach (1975) as a promising replacement for interventions guided by assumed aptitude, by treatment interactions, orby disability designations.

Problem solving is an essential component of Iowa system reform. Problem solving in our applications involves precisely defined problems, direct measures of behavior, pre-intervention data collection, intentional application of instructional design and behavioral change principles, frequent progress monitoring with program changes as needed, and evaluation of outcomes through comparisons to initial levels of performance.

### *Assessment Technology and Decision Making*

Significant advances in assessment technology permit greater emphasis on measures functionally related to interventions. The knowledge base for practice has improved substantially with the development of curriculum-based assessment and curriculum-based measurement (Deno, 1985; Howell & Morehead, 1987; Shapiro, 1989; Shinn, 1989). Parallel advances in behavioral assessment of social and emotional phenomena have led to equally substantial improvements in practice in these areas (Alessi & Kaye, 1983; Shapiro & Kratochwill, 1988).

### *Instructional Design*

Behavior assessment and instructional analysis are inextricably related in functional assessments of academic behaviors. The marriage of instructional design principles with behavioral intervention technologies has produced impressive outcomes for students. Use of this knowledge base, combined with frequent progress monitoring and formative evaluation (Fuchs & Fuchs, 1986), gives results that are markedly superior to traditional special education programs and to instruction based on matching teaching methods to presumed strengths in cognitive style, information processing, or neuropsychological status (Kavale, 1990).

### *Behavior Change*

Behavior change principles are well established (Stoner, Shinn, & Walker, 1991; Sulzer-Azaroff & Mayer, 1991). In addition, characteristics of effective schools and effective teaching are well represented in the school psychology literature (e.g., Bickel, 1990). Although there is a solid knowledge base for assessment and intervention, the remedial programs for most children and youth do not apply to all, or even most, of this knowledge base.

## Summary

The most important goal in Iowa system reform is the improved application of the available knowledge on assessment, instruction, learning, and behavior change. Improvements in applications arefacilitated by the movement toward non-categorical classification and the integration of diverse programs intended to serve children and youth. Reductions in the amount of time devoted to standardized testing for eligibility determination has provided expanded opportunities for school psychologists to be involved with new roles related to functional assessment, interventions, and evaluation of student progress.

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Psychologists, as experts in education, health, and human services, have a responsibility to lend their expertise, skills, and leadership to this tremendous challenge...

# Education and Health Care Advocacy: Perspectives on Goals 2000, IASA, IDEA and Healthy People 2000

by

Ronda C. Talley Rick Jay Short

## Overview

American education is changing. With the release of *A Nation at Risk* in 1983, the Americans focused on the report's declaration of "a rising tide of mediocrity" in the schools, which suggested unacceptable results in the education of America's children and youth (Talley & Short, 1995). Numerous other publications *(Beyond Rhetoric,* 1991; *Raising Standards for American Education,* 1992) have contributed to the criticism of schools and the educational process. Concurrent to the missives levied at schools' lack of progress with academics and other education-specific goals, policy makers and researchers also have questioned the nation's commitment to the health of its children. With the publication of *Healthy People 2000* (1990) by the U.S. Department of Health and Human Services, attention was drawn to the dramatic and unmet health needs of preschool and school-aged youngsters.

Spurred by these and other reports, school staff are reassessing traditional methods of doing business and are implementing innovations designed to produce a nation of "world-class citizens" (National Education Goals Panel, 1994). They also are striving to respond to these social reforms in education, health care, and human services within the schools.

## Education Reform

The upheaval in the nation's education system has been noted and evaluated by numerous researchers and policy makers (Payzant, in press). The centerpiece of the current reform is a set of eight national educational goals enacted in the *Goals 2000: Educate America Act* (1994). It should be noted that education reform extends far beyond the eight national education goals; it reaches into the very fiber of school structures and management (Payzant, in press). Comprehensive education reform includes provisions such as site-based decision making and incentive structures designed to reward the performance of school personnel (Phillips & Boysen, in press).

## Health Care Reform

The need for reform in our nation's health care system was recognized long before the current administration introduced the *Health Security Act of 1994* (HSA), which stimulated debate on this issue at state and local levels. Proposed health care reform legislation addressed schools as health service delivery sites (Talley & Short, in press) and as public health mechanisms (Talley & Short, 1994b). However, others (Centers for Disease Control & Prevention, 1993; Kolbe, 1995; Kolbe, Collins, & Cortese, in press) have articulated the relationship of health care to education. In their seminal article, Allensworth and Kolbe (1987) outlined eight components of school health: health education; physical education; health services; nutrition services; health promotion for staff; counseling, psychological, and social services; healthy school environment; and parent/community involvement.

## Human Services Reform: Services Integration

Tackling education reform and health care reform simultaneously is an ambitious task. However, with increasingly complex student needs and the demands for accountability that accompany reform, more school systems are turning outward for assistance from parents, family members, businesses, community agencies, and other related organizations. School administrators and community leaders are realizing that they cannot help many students reach levels of accomplishment and well-being without providing more holistic, "wraparound" services. These forms of services integration are gaining increasing popularity as schools join with other agencies to offer comprehensive and coordinated service delivery systems for children and youth (Dryfoos, 1994; Paavola, et al., 1995, in press).

## Legislative/Policy Responses to Social Reform

Based on the social reform movements mentioned previously, Congress and other governmental bodies have sought ways to respond to the needs inherent in each movement (Talley, 1995). The legislation and policy document discussed in the next section demonstrate advocates' attempts to support reformed schools at the national, state, and local levels.

### Goals 2000: Educate America Act

P.L. 103-227, the Goals 2000: Educate America Act, authorized federal support for education reform. Signed into law on March 31, 1994, the major provisions of the eight goals were conceived at the Education Reform Summit of 1989, which was called by President Bush for the nation's governors. Summit attendees, lead by then-Governor Bill Clinton, hammered out a set of six education goals to direct the nation's effort in developing world-class students. Congress then added two additional goals. The Goals 2000 legislation states that by the year 2000, thefollowing objectives will be met:

Goal 1: *Readiness for School.* All children will start school ready to learn.

Goal 2: *School Completion.* The high school graduation rate will increase to at least 90 percent.

Goal 3: *Student Achievement and Citizenship.* All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so that our students may be prepared for responsible citizenship,further learning, and productive employment in our Nation's modern economy.

Goal 4: *Teacher Education and Professional Development.* The Nation's teaching force will have both access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Goal 5: *Mathematics and Science.* United States students will be the first in the world in mathematics and science achievement.

Goal 6: *Adult Literacy and Lifelong Learning.* Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy. Each adult will exercise the rights and responsibilities of citizenship.

Goal 7: *Safe, Disciplined, and Alcohol- and Drug-Free Schools.* Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Goal 8: *Parental and Family Involvement.* Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

In addition to codifying the eight national education goals, Goals 2000 created both a National Education Goals Panel (NEGP) to monitor progress toward the goals, and a system to certify national curriculum content standards, national pupil performance standards, national opportunity-to-learn standards, and state standards and assessment, all of which are voluntary (Stedman, 1994b). The Act also provides waivers of requirements and regulations under designated federal education programs, grants for implementation of state systemic reform efforts, and a national board to establish occupational skill standards (U.S. Department of Education, 1994, 1995). The Act contains numerous related provisions, many of which are being attacked by the 104th Congress now in session (Talley & Short, in press).

Each state Goals 2000 action plan must address the following elements: (a) teaching and learning standards, and assessment; (b) opportunity-to-learn standards or strategies; (c) governance, accountability, and management; (d) parent and community partnerships; (e) system-wide improvements; (f) bottom-up reform; (g) dropout prevention; (h) coordination for school-to-work programs; (i) milestones and timelines; (j) coordination strategies; and (k) program improvement (U.S. Department of Education, 1995).

### Improving America's Schools Act (IASA)

The Improving America's Schools Act (IASA; P.L. 103-382) was signed into law on October 20, 1994. It rewrites the Elementary and Secondary Education Act of 1965 (ESEA), the largest single source of federal support for K-12 education in the United States, and authorizes its programs through 1999. Created as part of President Lyndon Johnson'sWar on Poverty, this $11-billion-a-year Act has provided federal assistance to poor schools, poor communities, and poor children for nearly 30 years. The Act authorizes most federal elementary and secondary education programs, including the Title I program, to provide compensatory education to educationally disadvantaged students. The IASA, while amending ESEA, also amends other legislation and establishes new programs (Stedman, 1994a).

Changes made to ESEA reflect the following broad themes:

(a) linkages are created between major ESEA programs and systemic education reform, particularly Goals 2000;

(b) states, localities, and schools will have increased administrative flexibility; (c) new foci on emerging areas of interest, such as technology, school safety, and school management, are included; and (d) there is greater targeting on students and schools with high needs.

With these amendments, several changes will be felt at the state and school levels. Future Title I funding is made contingent on State's having curriculum content and pupil performance standards, also a requirement under Goals 2000. In addition, the U.S. Department of Education is given authority to waive a wide array of requirements for ESEA programs for up to three years. Waivers may be extended if student performance has increased. States and local education agencies are also permitted to consolidate some program administration funds and transfer up to 5 percent of program funds under one area to another designated program. The IASA requires targeting of high-poverty schools and authorizes grants to reward states with high fiscal effort and low disparities in school finance programs.

Support is also provided for the infusion of technology into the curriculum, to underwrite schools' participation in the national information highway, to experiment with new forms of school management, such as public charter schools and private management of schools, and to increase school safety through the newly added component, the Safe and Drug-Free Schools and Communities Act.

### Individuals with Disabilities Education Act (IDEA)

P. L. 94-142, the *Education for All Handicapped Children Act of 1975,* was amended in 1990 to become Part B of the *Individuals with Disabilities Education Act.* The IDEA mandates free appropriate public education (FAPE) in the least restrictive environment for all students with special educational needs. This premiere piece of legislation for special-needs students radically changed the way school psychologists served schools, moving them into a primarily testing-for-placement role. However,under the law, school psychologists are designated "related service providers" and can provide counseling and other therapeutic services for children if those services are written into a student's individual education program.

The original legislation was amended in 1986 by P. L. 99-457 to include children under the age of five. Children from three to five years of age were made eligible for FAPE under the Preschool Grants Program (Section 619, Part B), while Part H of the new law established a statewide comprehensive system of early intervention services for infants and toddlers. The law also requires service providers to develop a family-centered, multidisciplinary family service plan for each child and family.

### Healthy People 2000

*Healthy People 2000: National Health Promotion and Disease Prevention Objectives* (1990) is a policy document, promulgated by the U.S. Department of Health and Human Services, that has as its major focus the nation's commitment to three broad goals:

- to increase the span of healthy life for Americans,
- to reduce health disparities among Americans, and
- to achieve access to preventive services for all Americans.

Healthy People 2000 presents 300 measurable targets or objectives to be met by the year 2000. These are organized into 22 priority areas, with 21 of them grouped as health promotion, health protection, or preventive services (data and surveillance activities constitute the 22nd area).

Combined with Goals 2000, Healthy People 2000 spotlights the important interrelationships between health and education for children and youth. At least 15 of the Healthy People 2000 objectives are directly achievable by schools. In addition, it is estimated that schools can play important roles in meeting nearly 100 additional Healthy People 2000 objectives (Kolbe, Collins, & Cortese, in press; U.S. Department of Health and Human Services, 1992).

### A Call for Advocacy

Social reforms reflect society's attempt to address dramatic challenges to the social order; such reforms impact the population as a whole and children in particular. Since schools are a reflection of the communities in which they are embedded, social reform does not stop at the schoolhouse door, but rather is felt throughout the education system.

Challenges to educational excellence, threats to child safety and development, and malaise in a human services system which is oftenfragmented and dysfunctional, rarely addressing the needs of those it was designed to serve, all factor together to compel action. The legislation and policy described in this article are attempts to address one

of our nation's most serious challenges: the education and protection of our children. Psychologists, as experts in education, health, and human services, have a responsibility to lend their expertise, skills, and leadership to this tremendous challenge [to the education and protection of our children].

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# ERIC Database Searches

Emerging Models of School Psychology

Educating Psychologists for Service in Reformed Schools

Psychological Services in Schools

Working with Diverse Learners and Staff

Interdisciplinary Health Services

Redefining School Psychology

Establishing APA Approved Internships

Local Models of Practice

Education and Health Care

For each topical area, an in-depth search of the ERIC Database was conducted covering Current Index to Journals in Education—CIJE (record numbers with an EJ prefix) and Resource in Education—RIE (record numbers with an ED prefix) from 1982-1994. Boolean searching techniques were employed, primarily using controlled terms listed in the *Thesaurus of ERIC Descriptors*. Information on obtaining full-text copies of articles and documents is provided at the end of this section.

# Emerging Models of School Psychology

AN: EJ493005
AU: Harris,-Karen-R.; Graham,-Steve
TI: Constructivism: Principles, Paradigms, and Integration.
PY: 1994
JN: Journal-of-Special-Education; v28 n3 p233-47 Fall 1994
AV: UMI
AB: This article presents major principles of constructivism for teaching and learning of students with disabilities and those at risk for school failure. It describes three idealized constructivist models (endogenous, exogenous, and dialectical) and explores major issues related to constructivism, including the possibility of integrative stances. (Author/JDD)

AN: EJ491012
AU: Brendtro,-Larry-K.; Van-Bockern,-Steven
TI: Courage for the Discouraged: A Psychoeducational Approach to Troubled and Troubling Children.
PY: 1994
JN: Focus-on-Exceptional-Children; v26 n8 p1-14,16 Apr 1994
AV: UMI
AB: A rich array of psychoeducational approaches is available to teach students with behavior disorders, including psychodynamic, behavioral, sociological, and ecological models. A conceptual framework to bind them together is presented, based on the idea of a "reclaiming" educational environment organized to meet the needs of students and society. "Reclaiming schools" foster belonging, mastery, independence, and generosity. (JDD)

AN: EJ490575
AU: Poland,-Scott
TI: The Role of School Crisis Intervention Teams to Prevent and Reduce School Violence and Trauma.
PY: 1994
JN: School-Psychology-Review; v23 n2 p175-89 1994
AV: UMI
AB: Provides framework for school to guide crisis intervention efforts. Provides practical examples to assist schools in examining their resources as they develop crisis intervention teams. Outlines school safety techniques being used nationally. Contends that school crises and youth violence represent opportunity for school psychologists to provide much needed leadership and to broaden role of school psychology. (Author/NB)

AN: EJ485994
AU: Maag,-John-W.
TI: Cognitive-Behavioral Strategies for Depressed Students.
PY: 1993
JN: Journal-of-Emotional-and-Behavioral-Problems; v2 n2 p48-53 Sum 1993
AB: Describes cognitive-behavioral approach for analyzing characteristics related to student's unique experience of depression. Presents model for selecting intervention strategies that address the identified cognitive-behavioral areas of concern. Includes case example of sixth-grade boy with major depressive disorder to illustrate how decision-making model can be used for determining nature of depression deficits and selecting appropriate intervention strategies. (NB)

AN: EJ484527
AU: DuPaul,-George-J.
TI: How to Assess Attention-Deficit Hyperactivity Disorder within School Settings.
PY: 1992
JN: School-Psychology-Quarterly; v7 n1 p60-74 Spr 1992
AV: UMI
AB: Considers that children exhibiting frequent problems with inattention, impulsivity, and overactivity in classroom

settings may be at risk for Attention-Deficit Hyperactivity Disorder (ADHD). Describes four-stage model for school-based assessment of ADHD which includes screening techniques, multimethod assessment, interpretation of results, and development of treatment plan. (Author/NB)

AN: EJ484525
AU: Rosenfield,-Sylvia
TI: Developing School-Based Consultation Teams: A Design for Organizational Change.
PY: 1992
JN: School-Psychology-Quarterly; v7 n1 p27-46 Spr 1992
AV: UMI
AB: Discusses process of altering how school-based services are conceptualized and delivered relative to literature on effective change and innovation implementation. Describes development of Instructional Consultation Team Model, and presents model for change consisting of three stages (initiation, implementation, and institutionalization). Emphasizes importance of conducting relevant evaluations at each stage of change model. (Author/NB)

AN: EJ480677
AU: Stoner,-Gary; Green,-Susan-K.
TI: Reconsidering the Scientist-Practitioner Model for School Psychology Practice.
PY: 1992
JN: School-Psychology-Review; v21 n1 p155-66 1992
AV: UMI
AB: Reconsiders scientist-practitioner model, following brief historical account of its foundations and assumptions. Reconsideration incorporates viewpoints of science both as knowledge base and methods of knowing what is true, with social constructionism perspective. Presents suggestions for implementing scientist-practitioner model in school psychology practice, guided by "experimenting society" approach to professional practice with emphasis on critical student outcomes. (Author/NB)

AN: EJ480651
AU: Kramer,-Jack-J.; Epps,-Susan
TI: Expanding Professional Opportunities and Improving the Quality of Training: A Look toward the Next Generation of School Psychologists.
PY: 1991
JN: School-Psychology-Review; v20 n4 p452-61 1991
AV: UMI
AB: Advocates model of psychological service delivery that envisions school psychology in settings outside education agencies. Holds that university programs must accelerate efforts to train psychologists with broader range of skills by altering content and process of didactic and supervised activities. Emphasizes inservice and continuing education for practicing psychologists to enhance service delivery within ecological context beyond school buildings. (Author/NB)

AN: EJ462507
AU: Ashman,-Adrian-F.; Conway,-Robert-N.-F.
TI: Examining the Links between Psychoeducational Assessment, Instruction and Remediation.
PY: 1993
JN: International-Journal-of-Disability,-Development-and-Education; v40 n1 p23-44 1993
AB: This paper reviews the recent history of psychoeducational testing, examines attempts to link assessment with instruction within the information processing domain, and presents a model of a general assessment-instruction procedure that classroom and specialist teachers could use in effective remediation and instruction practices. (JDD)

AN: EJ456634
AU: Derry,-Sharon-J.
TI: Beyond Symbolic Processing: Expanding Horizons for Educational Psychology.
PY: 1992
JN: Journal-of-Educational-Psychology; v84 n4 p413-18 Dec 1992
AV: UMI

AB: The horizons are expanding for educational psychology as important questions are being raised about the extent and nature of the relationship between formal schooling and life experiences. A broadening of perspectives is required to incorporate cultural contexts and forces in which schooling takes part. (SLD)

AN: EJ456633
AU: Mayer,-Richard-E.
TI: Cognition and Instruction: Their Historic Meeting within Educational Psychology.
PY: 1992
JN: Journal-of-Educational-Psychology; v84 n4 p405-12 Dec 1992
AV: UMI
AB: The emergence of cognitive approaches to instruction is traced, beginning with a historical analysis of the relationship between psychology and education, and continuing with an overview of learning as response acquisition, as knowledge acquisition, and as a knowledge construction. Examples of progress in cognition and instruction are provided. (SLD)

AN: EJ455868
AU: Lidz,-Carol-S.
TI: The Extent of Incorporation of Dynamic Assessment into Cognitive Assessment Courses: A National Survey of School Psychology Trainers.
PY: 1992
JN: Journal-of-Special-Education; v26 n3 p325-31 Fall 1992
AV: UMI
AB: This survey of 120 school psychologist trainers found that (1) there is widespread familiarity with dynamic assessment as a model of cognitive assessment; (2) few trainers are actually using the procedures; (3) most trainers do not mention it in their courses; and (4) trainers see the model's primary asset as its focus on learning processes rather than products. (DB)

AN: EJ444374
AU: Gilbert,-Michael
TI: Dreamers, Rebels, And Others.
PY: 1992
JN: Executive-Educator; v14 n6 p32-33 Jun 1992
AV: UMI
AB: Clinical psychologist Taibi Kahler's Process Communication Model is based on six personality types (dreamers, persisters, promoters, reactors, rebels, and workaholics). By satisfying people's individual communication needs, the model helps improve student motivation and achievement, enhances staff morale, and reduces the need for discipline. (MLH)

AN: ED376245
AU: Fuller,-Edward-J.
TI: Trust as the Basis for Urban School Reform and as an Explanation of the Variability in Involuntary Minority Academic Achievement.
PY: 1994
PG: 35
AB: In studying the disparity of academic achievement between minority and nonminority students, anthropologists and educators have identified a distinct variability in the academic success between two discrete subgroups within the minority school population: those who have voluntarily emigrated from their original societies and those who have involuntarily become members of a particular society because of slavery, conquest, or colonization. In the United States involuntary minorities primarily include African Americans, Native Americans, and many Hispanic Americans. An overview of involuntary-minority academic success and failure is followed by an alternative explanation based on the ability of the local school to institute measures that develop a sense of trust, or at least an abeyance of mistrust, in the school and school authorities. Some strategies are proposed to develop the necessary sense of trust. (Contains 46 references.) (SLD)

AN: ED364812
AU: Berryman,-Judy-C.; Breighner,-Kathryn-W.
TI: Modeling Healthy Behavior: Actions and Attitudes in Schools.
CS: ETR Associates, Santa Cruz, CA.
PY: 1994
AV: ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830.
PG: 187
AB: This book notes that much of what children and adolescents know about life they learn from watching adult role models: teachers, parents, coaches, and clergy members. It was written to help adults examine their health-related beliefs and actions and evaluate how they model these beliefs and actions, consciously and unconsciously, to children. The chapters include overviews, self-assessments, and lists of actions necessary to provide positive messages in the critical health areas of self-esteem, nutrition, fitness, substance use prevention, stress management, and health and safety. The book begins with a discussion in chapter 1 of why models matter and why educators and parents need to become partners in assessing the messages they give children. Chapter 2 looks at the development of self-esteem. Chapter 3 discusses children's eating habits and the messages about food that are conveyed to children in their school and home environments. It includes suggestions for creating positive, healthy attitudes toward food and developing healthful eating patterns. Ways of assessing how well the school and family environments support regular exercise and the modeling of physical fitness are presented in chapter 4. Chapter 5 focuses on substance use. Chapter 6 examines stress and identifies positive ways of coping with everyday stressors. Chapter 7 guides the reader through the contemplation of his/her own attitudes and actions relating to health habits, injury prevention, and safety. (Author/NB)

AN: ED363678
AU: Floyd,-Nancy, Ed.
TI: Mentoring. Education Research Consumer Guide, Number 7.
CS: Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PY: 1993
PG: 5
AB: This newsletter, created for teachers, parents, and others interested in current educational themes, addresses the issue of mentoring, what it is, how it works, and why it is needed; and provides some examples of current mentoring programs. It explains that there are two types of mentoring: natural, such as through friends, relatives, and colleagues; and planned, the result of programs and other formal processes. Mentoring programs recruit suitable mentors, formally and informally, through flyers, posters, mailings, and word-of-mouth; these programs then match the mentor with the youth, via interviews, personal profiles, comparative interest inventories, and get-acquainted sessions. Because of data showing greater numbers of single-family homes, increasing school truancy and dropout rates, and greater numbers of teenage pregnancies, mentoring programs are increasing in importance. These programs generally serve in three broad areas: education, career, and personal development. Examples of these types of programs include Big Brothers/Sisters of America; Help One Student To Succeed; One Hundred Black Men, Inc.; and The National One-to-One Mentoring Partnership. Five resources for more information on mentoring are listed. (Contains 7 references.) (GLR)

AN: ED359260
AU: Hymel,-Glenn-M.; Dyck,-Walter-E.
TI: An International Perspective on Mastery Learning.
PY: 1992
PG: 24
AB: Mastery learning represents a prolific area of research in educational psychology that encompasses two principal characteristics: (1) an optimistic set of assumptions regarding the capability of students to learn if alterable variables

comprising the conditions of learning are optimized; and (2) an array of adaptive instructional procedures predicated on the medical model of diagnostic-prescriptive intervention. From both theoretical and practical perspectives, mastery learning has served as a catalyst for a paradigm shift from a dominant prediction-selection model to an emerging diagnostic-developmental model. Since B. S. Bloom's seminal publication in 1968, the preponderance of mastery learning literature has focused on the North American experience. In response to the lack of a worldwide perspective on mastery learning, this paper attempts to operationalize the international dimensions of mastery learning by specifying its essential meaning and defining characteristics, its current status in the international professional literature, and needed initiatives for advancing mastery learning efforts internationally. These efforts concentrate on: (1) establishing communication networks; (2) determining topical areas of focus; and (3) formulating research and development methodologies. (Contains 117 references.) (SLD)

AN: ED357523
AU: Levinson,-Edward-M.
TI: Transdisciplinary Vocational Assessment: Issues in School-Based Programs.
PY: 1993
AV: Clinical Psychology Publishing Company, Inc., 4 Conant Square, Brandon, VT 05733 (paperback, $42.50).
PG: 441
AB: This volume on vocational assessment is written from an educational and psychological perspective and includes descriptions of program models appropriate for implementation within school settings. The book focuses on cooperation among a variety of school-based professionals; incorporates the roles of community-based professionals and parents; and offers practical, time-effective, and cost-effective methods for establishing and implementing vocational assessment programs within school-based settings. The book advocates a transdisciplinary model, which includes professionals in mental health, vocational rehabilitation, and social service agencies. Chapters address: (1) an introduction to transdisciplinary school-based vocational assessment; (2) theories of vocational development; (3) general considerations in assessment; (4) vocational assessment techniques and strategies; (5) vocational assessment domains and instrumentation; (6) practical and logistical considerations in program development, including considerations in the assessment of students with disabilities; (7) program models and methods; and (8) vocational planning, programming, and services. Appendixes provide sample assessment forms and a bibliography of approximately 400 items. References accompany each chapter. (JDD)

AN: ED357035
AU: Muthen,-Bengt-O.; Nelson,-Ginger
TI: Latent Variable Models for Analysis of Growth. Report on Multilevel and Longitudinal Psychometric Models.
CS: National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
PY: 1992
PG: 12
AB: It has been demonstrated that the individual variation in the level and rate of learning for a cohort of students over time can be estimated by hierarchical linear models. Models of this type can also be estimated using widely available structural modeling software, which provides a flexible framework for model explorations, including the use of latent variables purged of the influence of measurement error. A growth model is developed that can also be viewed as a structural model with latent variables. As an illustration of the structural modeling approach, data from a study by G. L. Williamson and others (1991) are reanalyzed, working with the reading achievement scores of 278 females. Two figures illustrate the analysis. (SLD)

AN: ED339949
AU: Cole,-Wendy-J.
TI: Toward a Developmental Theory of Adolescent Suicide & Depression.
PY: [1990]
PG: 30
AB: A growing body of literature documents the frequency and magnitude of adolescent suicide. Because of the difficulties inherent to the nature of suicide, ascertaining the actual frequency of suicidal completions, attempts, and ideation is extremely difficult. Although there have been many attempts to isolate the correlates and causal factors of suicide, research study results have been inconclusive, and often controversial. Of the many correlational variables in the literature, depression seems most consistently paired with suicidal behavior in adolescents. Although depression has been found to have a relationship to suicide, it has failed to act as an acceptable predictor of suicidal behavior. The Emery Model (1983) postulates a multidimensional approach to the prediction of suicide; it combines a model of adolescent depression by Benson (1979) with the work of developmental theorists Erickson (1959) and Bowlby (1973). Adolescent suicide is seen as involving situational difficulties and developmental forces. Specifically, situational difficulties accompanied by developmental difficulties stimulate or predispose the individual to depression, despair, and self-destructive tendencies. In this way adolescent depression and suicide are seen as a product of the relationship between developmental forces and situational factors. Emery's model also offers an explanation of the different qualitative states which produce parasuicidal and suicidal behaviors, and parallels the work of Beck, et al. (1975; 1985) in pinpointing "hopelessness" or "despair" as the objective state which precedes successful or fully intentioned suicidal attempts. (LLL)

# Education and Health Care

AN: EJ487276
AU: Riley,-Richard-W.; Shalala,-Donna-E.
TI: Joint Statement on School Health.
PY: 1994
JN: Journal-of-School-Health; v64 n4 p135-36 Apr 1994
AV: UMI
AB: Recognizing a fundamental relationship between health and education, the Secretaries of Education and Health and Human Services issued a joint statement on school health in 1994 that underscored the cooperation between departments in efforts to improve child health. After describing the partnership, the article prints the one-page joint statement. (SM)

AN: EJ482123
AU: Riley,-Richard-W.
TI: Celebrate Goals 2000! From the Desk of the Secretary of Education.
PY: 1994
JN: Teaching-Pre-K-8; v24 n8 p12 May 1994
AV: UMI
AB: Outlines the purpose and principles of the Goals 2000: Educate America Act signed into law in April 1994. The Goals 2000 legislation will establish world-class academic and occupational skill standards; position the federal government in a more cooperative and less dictatorial role regarding state and local authorities; and establish a framework for additional education legislation. (MDM)

AN: EJ481216
AU: Winfield,-Linda-F.; Woodard,-Michael-D.
TI: Assessment, Equity, and Diversity in Reforming America's Schools.
PY: 1994
JN: Educational-Policy; v8 n1 p3-27 Mar 1994
AV: UMI
AB: National standards and assessments (President Clinton's Goals 2000 Act) are being proposed to improve schools. This article reviews the bill and examines equity issues, including disparities in instructional conditions among racial/ethnic groups. Using tests to change teaching and learning reflects overreliance on top-down policy, distrust of professional judgment, and reassertion of political control over schools. (Contains 94 references.) (MLH)

AN: EJ476808
AU: Cinelli,-Bethann; And-Others
TI: Increasing the Quality and Quantity of Comprehensive School Health Education: Baseline Data in Pennyslvania.
PY: 1993
JN: Health-Educator; v24 n2 p9-16 Spr 1993
AB: Statewide assessment of comprehensive school health education (CSHE) in Pennsylvania surveyed administrators, curriculum supervisors, and teachers from 164 public school districts on curriculum development and professional preparation. Results indicated only 12 districts met the criteria for providing K-12 quality CSHE. Subsequently, Pennsylvania has begun developing a state plan of action. (SM)
AN: EJ466811
AU: Phillips,-S.-E.
TI: Testing Condition Accommodations for Disabled Students.
PY: 1993
JN: West's-Education-Law-Quarterly; v2 n2 p366-89 Apr 1993
AB: Both legal and psychometric principles suggest that testing accommodations for mental disabilities require additional analyses beyond that previously provided for physical disabilities. Examines legal precedents and psychometric standards. Concentrates on testing-accommodation requests for mental disabilities and concerns about test validity. (173 references) (MLF)

AN: EJ450853
AU: Farris,-Rosanne-P.; And-Others
TI: Nutrient Contribution of the School Lunch Program: Implications for Healthy People 2000.
PY: 1992
JN: Journal-of-School-Health; v62 n5 p180-84 May 1992
AV: UMI
AB: Describes a 15-year study of cardiovascular disease-related nutrients in a school lunch program. According to the findings, although school lunches contributed less than one-third of total daily nutrients, intakes of diet components related to cardiovascular disease risk were excessive. (SM)

AN: EJ438551
TI: Healthy People 2000: National Health Promotion and Disease Prevention Objectives and Healthy Schools.
PY: 1991
JN: Journal-of-School-Health; v61 n7 p298-328 Sep 1991
AV: UMI
AB: Presents Healthy People 2000's school-related objectives, focusing on those that can be attained directly by schools (arranged under the eight components of a multidimensional school health program) and those that can be influenced in important ways by schools. (SM)

AN: EJ438550
AU: McGinnis,-J.-M.; DeGraw,-Christopher
TI: Healthy Schools 2000: Creating Partnerships for the Decade.
PY: 1991
JN: Journal-of-School-Health; v61 n7 p292-97 Sep 1991
AV: UMI
AB: Describes Healthy People 2000, national health objectives designed to guide health promotion and disease prevention policy and programs throughout the 1990s. The article provides the context for compilation of Healthy People 2000 objectives relating to school health detailed in subsequent articles in this issue. (SM)

AN: ED375954
TI: Hearing on H.R. 3130: Improving America's School Act of 1993. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session. (September 23, 1993).
CS: Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PY: 1994
AV: U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PG: 55
AB: These hearing transcripts present testimony concerning the proposed Improving America's School (IAS) Act of 1993, which embodies the Clinton Administration's program for transforming the Elementary and Secondary Education Act of 1965. Testimony was heard from U.S. Secretary of Education, Richard W. Riley, accompanied by Marshall Smith, Under Secretary of Education, and Tom Payzant, Assistant Secretary for Elementary and Secondary Education. Secretary Riley outlined the major points of the IAS Act, emphasizing the need for a holistic approach to education that focuses on the student, family, school, and school system, and not simply on specific deficiencies. The Act emphasizes: (1) high standards for all children; (2) a focus on teaching and learning; (3) targeting resources to where needs are greatest; (4) flexibility coupled with greater accountability; and (5) linking schools, parents, and communities. Prepared statements and additional materials were presented by Secretary Riley; Representatives Eliot L. Engel, Gene Green, and Thomas C. Sawyer; and Mary Ann Smith, the coordinator of the National Writing Project. (MDM)

AN: ED374916
AU: Goetz,-Kathy, Ed.
TI: Building Bridges: Supporting Families across Service Systems.
CS: Family Resource Coalition, Chicago, IL.
PY: 1994

JN: Family-Resource-Coalition-Report; v13 n1-2 Spr-Sum 1994
PG: 53
AB: This double issue of the journal "Report" focuses on the collaboration among seven social service systems that support and serve children and families. Each of the sections discusses one of the seven systems, presents an overview essay, and profiles programs that execute the service. The first section, on education, emphasizes linkages between schools, communities, and families to ensure educational success. Section 2 is concerned with the child welfare system and its support for foster families providing physical and emotional safety for children. The focus of Section 3 is the health care system and its scope beyond traditional clinical care. Youth development is discussed in Section 4, as a parallel movement to family support. The program profiles deal specifically with low-income and minority families in African-American neighborhoods. Section 5 focuses on supporting people with disabilities through centers and home visiting programs. Section 6 is concerned with the welfare system and using a new approach of combining employment services with family services. The last section focuses on the child mental health system, which is concerned with services for children and adolescents with emotional and mental disturbances. (BAC)

AN: ED374591
AU: Barnes,-Sheila; Weiner,-Charles
TI: Reflections on Reform: Inclusion from Congress to Courts to Classrooms.
PY: 1994
PG: 37
AB: Because the Supreme Court has not interpreted a case pertaining to the least restrictive environment (LRE) mandate of the Individuals with Disabilities Education Act (IDEA), Supreme Court cases interpreting the Act's other requirements guide any analysis of LRE. In addition, federal appellate court decisions related specifically to LRE are considered persuasive in LRE litigation. The IDEA leaves decisions regarding what is a free appropriate public education up to the members of the multidisciplinary team and declines to require execution of services to a "maximum" standard. On the other hand, the IDEA requirements for LRE do require execution of LRE to the maximum extent. Issues in IDEA cases include the Act's preference for mainstreaming, placement of the burden of proof, and interpretation of least restrictive environment. Specific cases that have interpreted IDEA's least restrictive environment requirement include Daniel R. R. versus State Board of Education (1989); Greer versus Rome City School District (1991); Board of Education, Sacramento City Unified School District versus Holland (1992); and Oberti versus Board of Education (1993). In summary, the federal appellate courts have recognized the following factors when making placement decisions for a child with disabilities: educational and noneducational benefits, effects of the presence of the child on the regular class, the costs of supplementary aids and services, and the extent of the modifications necessary. (Contains 13 references.) (JDD)

AN: ED374568
TI: Goals 2000: A World-Class Education for Every Child.
CS: Department of Education, Washington, DC.
PY: [1994]
PG: 62
AB: On March 31, 1993, President Clinton signed into law the Goals 2000: Educate America Act. The Goals 2000 Act sets educational improvement and participation as national priorities to be achieved through local and state ingenuity, not federal control. This document offers general information on the Act and provides questions to help educators and parents plan courses of action in their communities. Information is provided on how the partnership works and how to get started. The following 10 elements for developing the local action plan are described: (1) teaching and learning, standards and assessment; (2) opportunity-to-learn standards and program accountability; (3) use of technology; (4) governance, accountability, and management; (5) parent and community involvement; (6) systemwide improvements;

(7) the promotion of grassroots efforts; (8) dropout prevention strategies; (9) school-to-work programs; and (10) milestones and timelines. Suggestions are offered for developing partnerships with the state, procuring federal assistance, and sharing information. Appendices contain elements of the State Goals 2000 Action Plan, a list of voluntary model standards and standards projects, and the National Education Goals and Objectives. (LMI)

AN: ED373573
AU: Garcia,-Gilbert-Narro
TI: Bilingual Education: A Look to the Year 2000. Focus: Occasional Papers in Bilingual Education, 9.
CS: National Clearinghouse for Bilingual Education, Washington, DC.
SP: Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PY: 1994
PG: 20
AB: A discussion of the future of education for language-minority students in the United States looks at proposed legislation and other government initiatives and prevailing educational reform movements. It is argued that reform in this country must begin with a change in attitudes toward and expectations of language-minority and limited-English-speaking students, and followed up with carefully planned instructional approaches. Significant recent initiatives are cited, including the National Educational Goals statements, Goals 2000--The Educate America Act of 1993, the School to Work Opportunities Act, and the Improving America's Schools Act, the reenactment of the Elementary and Secondary Education Act. It is proposed that to create and sustain the change needed, two elements will be required: bold, innovative action and certain specific expectations of schools, state education agencies, colleges and universities, parents, and the Department of Education. Expectations for each of these groups are outlined, and a vision of the future of education in the United States is offered. A list of references, a brief annotated bibliography, and a list of resource organizations and projects are appended. (MSE)

AN: ED372561
AU: Ysseldyke,-James-E.; And-Others
TI: Students with Disabilities & Educational Standards: Recommendations for Policy & Practice.
CS: National Association of State Directors of Special Education, Alexandria, VA.; National Center on Educational Outcomes, Minneapolis, MN.; Saint Cloud State Univ., MN.
SP: Special Education Programs (ED/OSERS), Washington, DC.
PY: 1994
JN: NCEO-Policy-Directions; n2 May 1994
AV: Publications Office, National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Rd., Minneapolis, MN 55455 ($3.50).
PG: 7
AB: By setting academic standards, America takes its first critical step toward providing a plan that will create an excellent educational system for the 21st century. It is important for those working on standards and those educating students with disabilities to work together as standards are being developed. Four kinds of standards need to be understood in order to address ways of including students with disabilities. These include content standards, performance standards, opportunity-to-learn standards, and assessment standards. Issues in setting appropriate standards for all students include: (1) educators will focus only on teaching the standards; (2) consensus cannot be reached on what the standards should be; and (3) it is unfair to hold everyone to the same standards because some students start way ahead of others. Criteria are listed that indicate what should be included in standards that are developed by states applying for funds to support education reform through the Goals 2000 Educate America Act. Three approaches designed to include students with disabilities in later phases of standards-related reform are described, with the merits and limitations of each. These approaches include individualized education program-based standards, standards for group gains, and

separate standards. Policy and practice recommendations are then offered for content standards and performance standards. (JDD)

AN: ED370938
TI: School Health: Findings from Evaluated Programs.
CS: Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PY: 1993
PG: 117
AB: This publication presents findings from evaluations of many school health programs from across the United States. Each program includes at least one of the following eight components of a comprehensive school health program: health education, clinical services, counseling and mental health services, school environment, school food programs, physical education and physical fitness, faculty and staff health promotion, and community coordination. A uniform format incorporates: (1) name and location of the program; (2) a mission statement; (3) target grade level(s); (4) a description of the student population studied in the evaluation; (5) the setting in which the program was evaluated; (6) components of the program, with the major component listed first in italics; (7) dates during which evaluation studies were conducted; (8) agencies and other partners involved in the program; (9) the name, address, and telephone number of a person to contact for more information; (10) a brief narrative description of the program; (11) a summary of the evaluation design used to assess the program, and (12) a synopsis of major findings of the evaluation study, "Healthy People 2000 Objectives and the National Education Goals," and a form that may be completed and returned to provide information about additional evaluated school health programs are appended. (Contains approximately 100 references.) (LL)

AN: ED370273
AU: Kupper,-Lisa, Ed.
TI: Questions and Answers about the IDEA.
CS: Interstate Research Associates, McLean, VA.; National Information Center for Children and Youth with Disabilities, Washington, DC.
SP: Special Education Programs (ED/OSERS), Washington, DC.
PY: 1993
JN: NICHCY-News-Digest; v3 n2 Sep 1993
AV: NICHCY, P.O. Box 1492, Washington, DC 20013 (single copy, free).
PG: 17
AB: This digest examines the mandates and requirements of the Individuals with Disabilities Education Act (IDEA). (Its scope does not include the IDEA's Part H program.) The digest gives a brief history of the IDEA, procedures for obtaining a copy of the IDEA and its regulations, and procedures for obtaining a copy of an individual state's special education law. A section on the purposes and promises of the IDEA reviews the definition of a free appropriate public education, eligibility requirements, the concept of the least restrictive environment, and types of related services. The next section discusses how to access special education services, focusing on evaluation of the child, parental disagreement with evaluation results, use of evaluation results, and re-evaluations. The Individualized Education Program (IEP) is described, and information is provided on the role of educators and parents in developing the IEP. Procedural safeguards established to protect the rights of parents and students and to provide a mechanism for resolving disputes are reviewed. The IDEA's definitions of disabilities and IDEA regulations concerning selected components of the IEP are attached. (JDD)

AN: ED369147
TI: Improving America's Schools Act of 1994. Report on H.R. 6 Together with Minority, Supplemental, and Additional Views Committee on Education and Labor, House of Representatives, 103rd Congress, 2d session.
CS: Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PY: 1994
AV: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
PG: 737
AB: The U.S. House of Representatives Committee on Education and Labor reported on the Improving America's Schools Act of 1994, which would extend for 6 years the programs under the Elementary and Secondary Education Act of 1965. This report suggests that legislation with amendments and recommends that the bill be passed. The Improving America's Schools Act of 1994 not only continues federal funding of approximately $10 billion to programs, but also reshapes these programs to better serve states and local school districts. In 1993, Congress passed the Goals 2000, Educate America Act, which establishes a new framework for providing federal assistance. It helps states set new standards for education and eases regulation to allow schools to meet their goals. The Improving America's Schools Act of 1994 refashions federal programs to follow up on Goals 2000 and help states achieve the same objectives. Current federal programs cause some children to be pulled out of regular classes, thus stigmatizing them and disrupting lessons. These children are also often expected to learn less because they are thought of as educationally disadvantaged. This act will amend those problems by requiring that all children meet higher standards. It also moves federal aid to schools rather than to individual children so schools can have more freedom and accountability in addressing problems. Minority, supplemental, and additional views are included. (JPT)

AN: ED366168
AU: Ysseldyke,-James-E.; And-Others
TI: National Goals, National Standards, National Test: Concerns for All (Not Virtually All) Students with Disabilities? Synthesis Report 11.
CS: Minnesota Univ., Minneapolis. Coll. of Education.; National Association of State Directors of Special Education, Washington, D.C.; National Center on Educational Outcomes, Minneapolis, MN.; Saint Cloud State Univ., MN.
SP: Special Education Programs (ED/OSERS), Washington, DC.
PY: 1993
AV: University of Minnesota, National Center on Educational Outcomes, 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($3).
PG: 12
AB: This paper provides an analysis of inclusion as it relates to national goals, national standards, and national tests for students with disabilities. Concerning the six national education goals specified in Goals 2000, the paper finds that the primary data collection programs used to document progress toward the goals exclude 40 to 50 percent of students with disabilities. Concerning national standards, the paper points out that experts in math believe that established standards are somewhat appropriate for students with disabilities but not feasible for implementation with most students with disabilities. Concerning state and national testing, the paper reports that most states use large scale assessments and do not include students with disabilities, and when students with disabilities are included, their data often are not reported. In each area, the paper describes efforts being made to address concerns and additional actions that can be taken to improve services. (JDD)

AN: ED366165
AU: Geenen,-Kristin; And-Others
TI: Synthesis Report Update 1993: Recent Activities in National Goals, Standards, and Tests. Synthesis Report 8.
CS: Minnesota Univ., Minneapolis. Coll. of Education.; National Association of State Directors of Special Education, Washington, D.C.; National Center on Educational Outcomes, Minneapolis, MN.; Saint Cloud State Univ., MN.
SP: Special Education Programs (ED/OSERS), Washington, DC.
PY: 1993
AV: University of Minnesota, National Center on Educational Outcomes, 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($15).
PG: 71

AB: This report provides updated information on major national activities related to the development and assessment of educational outcomes of students with disabilities who are receiving special education services. The report reviews major initiatives in the areas of the national education goals (Goals 2000), standards, and national testing. The section reviewing the national education goals outlines 1993 progress toward each goal. The section on standards discusses content standards, performance standards, school delivery standards, and system performance standards, and discusses the establishment of criteria for standards. The section on national testing focuses on the history of the National Assessment of Educational Progress (NAEP), the push toward national testing, how NAEP might be adapted, and concerns about linking state/district assessments. The report finds that minimal movement was made nationally toward the recognition that "all students" includes students served in special education programs. There was some recognition of the issues surrounding students with disabilities, in the report that accompanied the Senate version of the Goals 2000 legislation. Appendices contain excerpts from the report of the Senate Committee on Labor and Human Resources on Goals 2000 and testimony of Martha L. Thurlow before the National Educational Goals Panel. (Contains approximately 70 references.) (JDD)

AN: ED359671
TI: Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts.
CS: Department of Education, Washington, DC.
PY: 1993
PG: 124
AB: Established in 1965, the Elementary and Secondary Education act (ESEA) offered federal support to schools in low-income communities. Over the years, Congress amended and expanded the Act seven times. Evaluations of ESEA indicate that funds are spread thinly, instead of being targeted where the needs are greatest. The traditional add-on programs supported under ESEA are not powerful enough to help America reach the National Education Goals. The United States Department of Education recommends here that when ESEA is reauthorized it must set five clear priorities: (1) high standards for all children, with the elements of education aligned, so that everything is working together to help all students reach those standards; (2) a focus on teaching and learning; (3) flexibility to stimulate local school-based and district initiative, coupled with responsibility for student performance; (4) links among schools, parents, and communities; and (5) resources targeted to where needs are greatest and in amounts sufficient to make a difference. A detailed description of the changes proposed is presented title by title and program by program: "Helping Children in Need Meet High Standards" (Title I); "Improving Teaching and Learning" (Title II); "Expanding Opportunities for Learning" (Title III); "Safe and Drug-Free Schools and Communities" (Title IV); "Promoting Equity" (Title V); "Indian Education" (Title VI); "Bilingual and Immigrant Education" (Title VII); "Impact Aid" (Title VIII); and "General Provisions" (Title IX). Each program section contains "what's new," "what we've learned," and "what we propose." Also discussed are amendments to the General Education Provisions Act, the Individuals with Disabilities Education Act, and the Stewart B. McKinney Homeless Act. The program sections are followed by a total of 96 notes. (MLF)

AN: ED351829
TI: Questions Often Asked about Special Education Services. Update.
CS: Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Children and Youth with Disabilities, Washington, DC.
SP: Special Education Programs (ED/OSERS), Washington, DC.
PY: 1992
PG: 15
AB: This publication uses a question-and-answer format to provide parents with basic information about special education services. It is provided in both English and

Spanish versions. Questions address the following concerns: purposes of the IDEA (Individuals with Disabilities Education Act); beginning the student evaluation process; components of the evaluation; methods of conducting the evaluation; the Individualized Education Program (IEP); development of the IEP; what is included in an IEP; the school's responsibility in implementing the IEP; the IEP meeting; procedures in the event of parental disagreement with the school; and ways parents can support the child's learning. (DB)

# Local Models of Practice

AN: EJ479096
AU: Reschly,-Daniel-J.; Connolly,-Lisa-M.
TI: Comparisons of School Psychologists in the City and Country: Is There a "Rural" School Psychology?
PY: 1990
JN: School-Psychology-Review; v19 n4 p534-49 1990
AV: UMI
AB: Examined prevailing assumptions regarding differences between school psychologists in different settings. Compared professional preparation, experience, employment conditions, job satisfaction, roles, continuing education needs, and perceptions of key issues of school psychologists (n=502) in rural, urban, suburban, and combination settings. Found relatively few differences, and those differences were not consistently in favor of urban/suburban setting. (Author/NB)

AN: EJ455518
AU: Evans,-Larry-D.
TI: Implementation of a Computer-Based Regression Discrepancy Model: A Survey of Montana School Psychologists.
PY: 1992
JN: Journal-of-School-Psychology; v30 n4 p383-93 Win 1992
AV: UMI
AB: Surveyed 83 Montana school psychologists concerning use of computer-based regression discrepancy model for learning disability identification. Of respondents, 89 percent used model; 62 percent used model regularly. Nonuse was related to less agreement with model assumptions, lower perception of model's value, difficulty in locating input data, reading less documentation, less improvement in identification skills, working within larger school district. (Author/NB)

AN: ED363998
TI: Identifying and Assisting the Gifted Child: [Six Guides for the] Clinical Social Worker; School Counselor; School Social Worker; Nurse; Physician; [and] Psychologist.
CS: Michigan State Board of Education, Lansing.
PY: 1992
NT: 26 p.
AB: These six guides on identifying and assisting the gifted school-age child are specifically addressed to either clinical social workers, school social workers, school counselors, nurses, physicians, and psychologists. Each leaflet examines the role of the target professional in providing assistance to gifted children. For example, the social worker's role is viewed as assessing psychosocial status, evaluating emotional and behavioral functioning, and providing appropriate psychotherapeutic intervention; the counselor's role is defined as providing assistance with educational planning and placement, career development, personal growth and development, and life skills development; and the nurse's role includes assessing children's developmental skills and assessing concerns and behaviors of family members. Each leaflet discusses identification criteria and student characteristics, outlines intervention techniques, lists 6 organizational resources (emphasizing Michigan resources), and lists 11 books. (JDD)

AN: ED357304
AU: Seltzer,-Joel-A.
TI: Crisis at a Bronx Junior High: Responding to School-Related Violence.
PY: 1992
NT: 16 p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
AB: Responding to dramatically increased levels of urban violence, inner-city school

districts have recognized the need to address the psychological impact of violent events by organizing Crisis Response Teams. In New York's south Bronx neighborhoods, where violence appears endemic, the schools often serve children's basic needs by providing a safe and secure environment, in addition to meeting educational goals. The purpose of this case study presentation is to examine the impact of a violent shooting incident at a Bronx junior high school on children and staff, their post-traumatic reactions to the incident, and the response of the school district's crisis team providing various interventions at the school level. The incident is used to illustrate crisis team planning, assessment, provision of psychological "first aid," and team debriefing following acts of violence; the responsibility of school psychologists to help others cope with the emotional and psychological effects of traumatic episodes is emphasized. It is concluded that in a modest way crisis intervention work allows school psychologists to perform this humane function: serving children and others during a most traumatic and emotionally painful experience in the hope of redirecting their lives for the better. (Author/ABL)

AN: ED342937
AU: Connell,-Shirley
TI: South Carolina Health Occupations Education I & II. [Lessons Planning Guide for] Supplemental Competencies.
CS: South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PY: 1991
NT: 156 p.; Cover title varies slightly.
AB: This lesson planning guide for supplemental competencies in health education addresses the three domains of learning: psychomotor, cognitive, and affective. It can be used with any teaching method (e.g., lecture/demonstration, discussion, and small group). The guide contains units on: acute care and long-term care; cultural aspects of patient care; informed decisions about health careers; selected health care agencies and community services available; preparing items for sterilization; sterile techniques to change dressings; techniques in using and caring for the microscope; performing cardiopulmonary resuscitation; perineal care and catheter care; caring for the newborn, infant, and/or child; removing fecal impaction; routine colostomy care of selected patients; care of patients with gastrointestinal tubes; preoperative care to selected patients; postoperative care to patients in traction and/or casts; routine tracheostomy care; vaginal irrigation (douches) for selected patients; admitting, transferring, and discharging patients; and five food groups, basic nutrients, and therapeutic diets. Each lesson contains the following: introduction; learning activities; key terms; competencies; performance objectives; basic skills; basic skill objectives; instructional activities and answer sheets; instructional materials/resources; and evaluation questions. The bibliography contains nine references. (NLA)

AN: ED339944
TI: Reporting Child Abuse & Neglect in Alaska. Information for Mental Health Professionals and Other Human Service Providers.
CS: Alaska State Library, Juneau.
PY: [1991]
NT: 15 p.; For other guides in this series, see CG 023 842-844.
AB: All mental health professionals and other human service providers have a responsibility to report known and suspected cases of child abuse and neglect in Alaska, and many of them have a legal obligation to do so. Mental health professionals are often in a unique position to see and hear clues about child abuse and neglect. Often persons who need help because they are abusers (or are being abused) will be unwilling to admit that problem, but will seek help for other, usually unrelated problems that they are experiencing. A mental health professional who is sensitive to the indicators of abuse and neglect often will be able to determine, or at least speculate with some certainty, that abuse or neglect is taking place in a family. Likewise, other human service providers, those working for example, in family violence, substance abuse, and crisis intervention programs, are

likely to hear and see clues about child abuse and neglect. Among those who are required by law to report child abuse and neglect are psychiatrists, psychologists, social workers, hospital administrators, teachers, and child care providers. This legal obligation to report takes precedence over the confidentiality of information requirement in the Hippocratic Oath and other professional codes. (LLL)

AN: ED330985
TI: Supplement for School Psychology. Effective July 1, 1990.
CS: Kansas State Board of Education, Topeka.
PY: 1990
NT: 8 p.
AB: This document comprises Kansas state standards and guidelines for school psychological services. School psychological services are defined as special services which provide: (1) consultation with other school staff to plan individual programs to meet the special needs of children as indicated by interviews, behavioral evaluations, and tests; (2) the administration and interpretation of psychological and educational tests; (3) the consultation with teachers and other school staff concerning child behavior, modes of learning, and the development of a positive learning climate; and (4) psychological counseling for children and parents. Topics discussed include: the scope of services; responsibilities of school psychologists; differentiated duties among multiple school psychologists in local education agencies; practicum training requirements for certification of school psychology students; school psychology practicum students and interns; student/school psychologist ratio; supervision of school psychology services; training and certification; the requirements, duties, and responsibilities of school psychology paraprofessionals; and reimbursement. (TE)

AN: ED324865
AU: Hayashi,-Junie
TI: Special Education in Hawaii--Some Current Problems. Report No. 6.
CS: Hawaii State Legislative Reference Bureau, Honolulu.
PY: 1989
NT: 154 p.; Contains faint and reduced print. Best copy available.
AB: The report examines the Hawaii Department of Education's procedures and criteria in the identification and evaluation of handicapped children, as well as difficulties encountered in recruiting and maintaining qualified special services evaluation personnel. An introductory chapter notes the legislative authority for the study; provisions of Public Law 94-142 (the Education for All Handicapped Childen Act); and the study's methodology (a survey of other states, review of the literature, and interviews with special education administrators). Chapter 2 addresses the identification of handicapped children, noting that Hawaii's percentage of handicapped children served is less than any other state. Eligibility procedures and criteria for special education are discussed in chapter 3. The fourth chapter looks at special services evaluation personnel including multidisciplinary diagnostic teams; it also discusses the personnel shortage problem and problems in recruitment and retention. The last chapter presents recommendations, suggesting, among other things, that the Department of Education: (1) obtain expert consultation in determining whether current identification procedures need to be revised: (2) develop useful identification criteria for specific disability areas; (3) evaluate the validity and appropriateness of tests currently used; and (4) improve salaries of special education personnel. Much of the document consists of exhibits and appendixes including comparisons of Hawaii with other states, relevant Hawaii legislation, and Hawaii's guidelines for identification and evaluation. (DB)

AN: ED307518
TI: School Psychology in Wisconsin: Programs and Practices. Bulletin No. 9265.
CS: Wisconsin State Dept. of Public Instruction, Madison.
PY: 1989
NT: 184 p.
AB: This publication was written by practicing school psychologists and university trainers to aid Wisconsin's schools in their efforts to provide excellent psychological services to students, parents, and staff members. Overviews and selected papers are included in the areas of the professional development of school psychologists in Wisconsin, the roles of school psychologists in Wisconsin, special programs, and legal and ethical responsibilities. Papers included in this publication are: (1) "History of Wisconsin School Psychology" (David Moscinski); (2) "Training in School Psychology" (Cal Stoudt); (3) "Certification and Licensure" (Tom Hall); (4) "Supervision of School Psychologists" (Leonard Pennington); (5) "Continuing Professional Development" (Jerry Harper and Scott Wild); (6) "The EEN Role of Wisconsin School Psychologists" (Beth Doll); (7) "A Non-EEN Referral and Intervention Model for Wisconsin School Psychologists" (Martin Jenich); (8) "Program Evaluation and Research" (Charles Moore); (9) "Classroom Consultation" (Douglas Smith and Mark Lyon); (10) "Vocational School Psychology: Theory and Implementation" (Peter Kores); (11) "Computer Applications for School Psychologists" (William Frankenberger); (12) "Stress and School Psychological Roles" (Jerry Harper and Scott Wild); (13) "Children at Risk" (Rachel Gundersen); (14) "Suicide Prevention" (Rachel Gundersen); (15) "Gifted and Talented" (Rachel Gundersen); (16) "Teenage Parents and Pregnancy Prevention" (Rachel Gundersen); (17) "Alcohol and Other Drug Abuse" (Rachel Gundersen and Sean Mulhern); (18) "Child Abuse and Protective Behaviors" (Rachel Gundersen); (19) "Student Discipline and Truancy" (Greg Jenks); (20) "Early Childhood Programs" (Stacey McLinden and Lynn Miller); (21) "Legal Responsibilities" (Leonard Pennington); (22) "Ethical Standards" (Sean Mulhern and Beth Doll); and (23) "Minority Issues" (Beth Doll). Lists of relevant statutes and rules, traiing programs, professional organizations, publications and a selected bibliography are appended, as is the text of the National Association of School Psychologists' Standards for the Provision of School Psychological Services. (NB)

AN: ED304616
TI: North Carolina Initial Certification Program: Student Services Personnel (School Counselors, School Psychologists, School Social Workers) Two Year Pilot Program 1987-88--1988-89. Draft.
CS: North Carolina State Dept. of Public Instruction, Raleigh.
PY: 1987
NT: 58 p.; For the 1985 study, see ED 261 988.
AB: This document describes the beginning of the North Carolina certification program for student services personnel. The goal of student services as helping to maximize effective learning is described. The manner in which school counseling, school psychology, and school social work fit into this conceptual framework is discussed. The initial certification program components of formal orientation, support system, portfolio, collaborative arrangements, professional development plan, and certification and employment decisions are described. Guidelines for student services personnel are presented in the categories of initial certificate requirements; criteria and procedures for development and approval of comprehensive plans for initially certified personnel; and criteria and procedures to be met by candidates for conversion of an initial certificate to a continuing certificate. A diagram of the certification process is provided. The appendices list job descriptions, functions, competencies, and sample evidence for school counselors, school psychologists, and school social workers. Also included are a discussion of the professional development plans and a sample recommendation form. (ABL)

# Working with Diverse Learners and Staff

AN: EJ480698
AU: Rogers,-Margaret-R.; And-Others
TI: Multicultural Training in School Psychology: A National Survey.
PY: 1992
JN: School-Psychology-Review; v21 n4 p603-16 1992
AV: UMI
AB: National sample of 121 directors of school psychology training programs responded to survey measuring extent to which programs integrated multicultural themes into core courses, offered minority-related courses, exposed students to culturally diverse clients during practica and internships, provided minority issues research opportunities, and represented culturally diverse groups among faculty and students. (Author/NB)

AN: EJ480697
AU: Gopaul-McNicol,-Sharon-ann
TI: Implications for School Psychologists: Synthesis of the Mini-Series.
PY: 1992
JN: School-Psychology-Review; v21 n4 p597-600 1992
AV: UMI
AB: Provides synthesis of special journal issue by showing how psychoeducational status of minority students can be enhanced if school psychologists and teachers take into consideration linguistic and cultural differences of students. Emphasizes more responsive educational approaches that match and nurture positive cultural experiences of minority students. Discusses implications for conducting culturally relevant assessments of intelligence and personality. (Author/NB)

AN: EJ463488
AU: Fenelon,-James; And-Others
TI: Counseling Culturally and Linguistically Diverse Students.
PY: 1993
JN: Illinois-Schools-Journal; v72 n2 p15-32 1993
AV: UMI
NT: Theme issue topic: "Focus on Bilingual Education."
AB: Provides insights into issues facing educators and counselors who are working with language minority students in public school settings. Explores cultural themes common to many Hispanic American groups, looks at approaches to urban and other current Native American settings, and describes the Minority Identity Development Model for Asian Americans. (JB)

AN: EJ463331
AU: Diegmueller,-Karen
TI: Schooling Staff in the Ways of the World.
PY: 1992
JN: Journal-of-Staff-Development; v13 n4 p8-11 Spr 1992
AV: UMI
AB: Argues that members of the education community must adapt to their diversified student body if they are to provide a quality education for all students. Several observations are made concerning state attempts to deal with multiculturalism in the public schools. (GLR)

AN: EJ455461
AU: Baruth,-Leroy-G.; Manning,-M.-Lee
TI: Understanding and Counseling Hispanic American Children.
PY: 1992
JN: Elementary-School-Guidance-and-Counseling; v27 n2 p113-22 Dec 1992
AV: UMI
AB: Examines demographics, problems (dropouts, pregnancy and births, poverty, single-parent families, other problems), and differences of Hispanic American children. Explores factors for school counselors to consider when planning individual, group, and family therapy. Suggests strategies for becoming an effective counselor of Hispanic American children. (NB)

AN: EJ455458
AU: Robinson,-Tracy
TI: Transforming At-Risk Educational Practices by Understanding and Appreciating Differences.
PY: 1992
JN: Elementary-School-Guidance-and-Counseling; v27 n2 p84-95 Dec 1992
AV: UMI
AB: Asserts that, in addition to children's aptitude levels, teacher and counselor attitudes and quality of school climate are critical ingredients in determining what constitutes at-risk children. Seeks to illustrate that expectations, either escalated or diminished because of race, gender, or class, represent at-risk educational practices. Examines meaning of at-risk terminology and suggests strategies for changing at-risk educational practices (NB)

AN: ED370242
AU: Hanson,-Katherine; Avery,-Maria-Paz
TI: Valuing Diversity in Schools: A Model for Systemic Restructuring.
PY: 1994
NT: 13 p.; Paper presented at the Annual Meeting of the National Middle Schools Association (Portland, OR, November 1993).
AB: The nation is currently struggling with the question of educating American children for a successful future, but little discussion has examined how to prepare both the educational system and adults within that system to help each student achieve. One such effort, Valuing Diversity in Schools, addresses policy, leadership development, and multicultural education in a restructuring process that focuses on the appreciation of diversity. The Center for Equity and Cultural Diversity at Education Development Center, Inc. (EDC), has collaborated with several Indiana school districts to develop a restructuring approach that creates supportive structural conditions at the district and community levels. Although implementation differed at each district, some of the first-year results include: a working model for multicultural schools; positive parent-teacher relationships; a strengthened link between schools and religious institutions; staff development programs; and increased interaction among diverse community groups. Using a pluralistic perspective, the Valuing Diversity in Schools model addresses four components of restructuring--student experiences, teachers' professional lives, school governance, and school-community collaboration. The model is based on the belief that democracy must be modeled in the educational system, and includes these program elements: district and school-site teams; trained peer facilitators; a team-member conference; climate surveys and data collection; and action plans. (LMI)

AN: ED354468
AU: Lee,-Courtland-C.
TI: Empowering Young Black Males.
CS: ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SP: Office of Educational Research and Improvement (ED), Washington, DC.
PY: 1992
AV: ERIC Counseling and Personnel Services Clearinghouse, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($14.95, quantity discounts).
NT: 107 p.
AB: The purpose of this book is to provide school counselors and related mental health professionals with important information to help them address the crisis of the Black male. The focus of the book is on Black male educational empowerment and how pupil personnel professionals can promote it in the school setting. The book examines important issues in the development of young Black males that must be understood to effectively facilitate their educational and social empowerment. In addition, it provides direction for implementing intervention programs that promote Black male empowerment in elementary and secondary schools. The book also suggests ways to actively involve teachers and the inherent strengths of Black communities in this important process. Chapter 1 offers an overview and interpretation of current statistical data on Black male educational progress from grades K-12. Chapter 2 examines the early psychosocial development of Black males. Chapter 3 discusses Black culture and its role in the

development of the Black male. Chapter 4 is comprised of four Empowerment Training Modules that provide specific instructions on implementing a variety of approaches. Module 1 describes "The Young Lions," an empowerment program for Black males in grades 3-6. Module 2 describes "Black Manhood Training," a counseling program designed to promote the transition from boyhood to manhood of adolescent Black males. Module 3 is concerned with tapping respected elders in the community as male role models for Black youth. Module 4 addresses problems for Black male students that exist in the educational system and describe counselors' roles in educational advocacy. The four modules include listings of resources. Chapter 5 is a call to action for school counselors and related professionals that presents a comprehensive plan for the empowerment of young Black males. This book is designed as an action manual for school counseling professionals. The appendixes provide four poems and three classroom activities. (Contains 55 references.) (ABL)

AN: ED347475
AU: Wittmer,-Joe
TI: Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
CS: ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SP: Office of Educational Research and Improvement (ED), Washington, DC.
PY: 1992
AV: ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
NT: 3 p.
AB: The valuing of diversity can be taught to others and should be a major part of any school's comprehensive guidance program. In the valuing diversity model ASK, "A" stands for awareness of self and others; "S" stands for sensitivity and skills; and "K" stands for knowledge cultures different from one's own. School counselors hold the key to the teaching and the valuing of diversity. They know how to communicate effectively with others regardless of their or the other person's cultural background. They are skilled in how to "tune in to" the feelings of others, how to put the speaker at ease by clarifying the content of what was just said, how to show interest in others through the use of open-ended questions, etc. Through structured guidance and counseling approaches all students and teachers can be taught these facilitative communication skills. (ABL)

AN: ED338098
AU: Mehan,-Hugh
TI: Sociological Foundations Supporting the Study of Cultural Diversity. Research Report: 1.
CS: National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA.
SP: Office of Educational Research and Improvement (ED), Washington, DC.
PY: [1991]
AV: Dissemination Coordinator, National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20036.
NT: 18 p.
AB: Various aspects of the relationship between students' cultural, linguistic, and socioeconomic background and their unequal access to educational opportunities are examined. The theme is that in order to understand the barriers to equality faced by low-income cultural and linguistic minority youth, ways in which social class and ethnicity interact with language and culture must be understood. Areas covered include cultural capital, classroom discourse, and school sorting practices. It is shown that: (1) the cultural capital of different status groups is related differently to the culture of the school and that language and socialization practices of middle-class and upper-class families are reinforced by classroom culture, although there is no match for low-income and linguistic minority families; (2) classroom discourse is a crucial component of the school culture, but an unfamiliar one to students from linguistic and ethnic minority backgrounds; (3) sorting practices such as ability grouping and tracking erect barriers to equal educational opportunity; and (4) the culture of the school must be taken into account when considering social change. Contains 56 references. (LB)

AN: EJ403349
AU: Coultas,-Valerie
TI: Black Girls and Self-Esteem.
PY: 1989
JN: Gender-and-Education; v1 n3 p283-94 1989
NT: Special issue with the title, "Race, Gender and Education."
AB: Discusses ways that social psychologists have misunderstood the self-esteem of young Black women. Challenges the paternalistic, classist, and racist assumptions that have prevailed. Teachers can encourage young Black students' high expectations for themselves by rejecting a deficit model and developing an anti-racist approach in classroom and school practice. (AF)

AN: EJ396290
AU: Myer,-Rick; James,-Richard-K.
TI: Counseling Internationally Adopted Children: A Personal Intervention Approach.
PY: 1989
JN: Elementary-School-Guidance-and-Counseling; v23 n4 p324-28 Apr 1989
AV: UMI
AB: Proposes common, practical intervention strategies that school counselors may use for counseling internationally adopted children and their families. Discusses individual counseling, parent consultation, and staff consultation. (ABL)

AN: EJ396289
AU: Parker,-Larry-D.
TI: An Annotated Bibliography in Cross-Cultural Counseling for Elementary and Middle School Counselors.
PY: 1989
JN: Elementary-School-Guidance-and-Counseling; v23 n4 p313-21 Apr 1989
AV: UMI
AB: Presents annotated bibliography of 17 books and 16 journal articles on cross-cultural counseling and the issues related to various ethnic and racial groups targeted to elementary and middle school counselors. (ABL)

AN: ED286791
AU: Stickel,-George-W.
TI: Cultural Pluralism and the Schools: Theoretical Implications for the Promotion of Cultural Pluralism.
PY: 1987
NT: 40 p.; Paper presented at the Annual Conference of the American Association of Colleges for Teacher Education (Washington, DC, February 15, 1987).
AB: Ethnic differences are valuable to the well-being of society, but it is difficult to determine how to transmit this cultural value from one generation to another. The development of the value of cultural pluralism is dependent upon the development of both a comprehensive theory of cultural pluralism and a model of cultural transmission which focus on the breadth, depth, and changes of ethnic groups within society. Four conditions must be met for cultural pluralism to thrive: (1) cultural diversity must be present within society; (2) interaction must exist between and among groups; (3) co-existing groups must share approximately equal political, economic, and educational opportunity; and (4) society must value cultural diversity. Since all aspects of cultural pluralism and transmission are constantly in a state of flux, the resultant effect is that each group and society itself continually evolves or changes. Some groups are assimilated, others form, and still others grow larger. Lack of representation of minorities in the teaching force limits the potential for affirmation of pluralism. If cultural diversification exists within a group, the potential for pluralistic values increases. Students must be taught that there are benefits in cultural awareness, and, while classroom learning situations should focus on the major values of society itself, an understanding of the value of differences should be promoted. (JHP)

AN: ED208326
AU: Escovar,-Peggy-L.; Lazarus,-Philip-J.
TI: Cross-Cultural Child Rearing Practices: Implications for School Psychologists.
PY: [1980]
NT: 13 p.

AB: The knowledge of cross-cultural child-rearing practices to aid school psychologists is illustrated in this paper. A literature review of child-rearing practices is provided, focusing on: (1) children's social, cultural, and psychological development; (2) the school psychologist's identification of culturally bound aspects of child development; and (3) the effect of social class and degree of acculturation as moderators of other variables. Hispanic child-rearing practices are used to illustrate how school psychologists, by understanding cultural practices, can be effective instruments of educational change and knowledgeable child advocates. (JAC)

# Establishing APA Approved Internships

AN: EJ290889
TI: APA-Accredited Predoctoral Internships for Doctoral Training in Clinical and Counseling Psychology: 1983.
PY: 1983
JN: American-Psychologist; v38 n12 p1373-78 Dec 1983
AV: UMI
AB: Lists predoctoral internship programs that have been accredited by the Committee on Accreditation of the American Psychological Association. (GC)

AN: EJ270346
AU: Fernald,-C.-D.; And-Others
TI: Designing and Maintaining an Undergraduate Practicum Course in Psychology.
PY: 1982
JN: Teaching-of-Psychology; v9 n3 p155-60 Oct 1982
AV: Reprint: UMI
AB: Professors describe their experiences with the undergraduate psychology practicum course that has been in operation for over 10 years at the University of North Carolina at Charlotte. Specifically discussed are planning and implementation, special problems of industrial placements, administrative issues, and the perspective of a placement agency for the students. (RM)

AN: ED248452
AU: Browning,-Neil, Ed.
TI: Manual for School Psychology Internship Programs.
CS: Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
PY: 1984
NT: 57 p.; For the manual for school social work internship programs, see CG 017 725.
AB: This manual, written for university program staff, students, and practitioners, delineates the requirements for and philosophical concepts supporting the school psychology internship program in Illinois. Chapter 1 presents the background and rationale for the internship program. Chapter 2 presents the requirements for approval as a school psychologist intern. Chapter 3 lists the objectives of the internship and describes the development of the training plan. Chapter 4 gives the requirements for approval of the training site, while chapter 5 lists the qualifications and requirements for the intern supervisor. Chapter 6 focuses on guidelines for program evaluation. The first three of four appendices summarize the procedures and timeline for program application, while the fourth appendix provides an example of an internship plan. (BL)

# Interdisciplinary Health Services

AN: EJ463350
AU: Dryfoos,-Joy-G.
TI: Schools as Places for Health, Mental Health, and Social Services.
PY: 1993
JN: Teachers-College-Record; v94 n3 p540-67 Spr 1993
AV: UMI
AB: The article discusses the resurgence of school-based community health, mental health, and social services during a period of social upheaval, focusing on improving adolescent health through school-based initiatives. Three appendices describe school-based health service programs in New Jersey and Mississippi. (SM)

AN: EJ440720
AU: Conoley,-Jane-Close; Conoley,-Collie-W.
TI: Collaboration for Child Adjustment: Issues for School- and Clinic-Based Psychologists.
PY: 1991
JN: Journal-of-Consulting-and-Clinical-Psychology; v59 n6 p821-29 Dec 1991
AV: UMI
AB: Asserts that therapeutic gains for children may be maximized if important systems serving their mental health needs collaborate. Contends that collaborative efforts between clinic- and school-based practitioners may increase ecologically valid treatment options. Explores both the gains and the potential pitfalls that may arise when school- and clinic-based practitioners work together. (Author/NB)

AN: ED371053
AU: Dryfoos,-Joy-G.
TI: Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families.
PY: 1994
AV: Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($25).
NT: 330 p.
AB: The movement to provide an array of integrated support services in schools in response to social problems is described, and suggestions are made for increasing these activities. Although such social problems as poverty, drugs, violence, and stress are not unique to urban schools, they are unquestionably found in our cities, and many city schools have taken the lead in providing needed health screening, psychological counseling, drug prevention counseling, parent education, and other important services, including family planning information. Examples of programs in Baltimore (Maryland) and Denver (Colorado) illustrate early efforts for school-based services. In Pittsburgh (Pennsylvania) the move toward school-based services has taken a partnership approach to involve other agencies. In Boston (Massachusetts), the Washington Heights area of New York City, and Modesto (California), school-based programs have reflected new government and community initiatives. In one in five of our nation's schools more than half the students are eligible for subsidized meals. The majority of these low-income students are in urban areas, and it is in urban areas that the full-service schools are most clearly seen to be the wave of the future. Appendix A reviews the programs of 12 schools that support full-service activities, and Appendix B lists Federal funding services. (SLD)

AN: ED360304
AU: Kane,-William-M.
TI: Step by Step to Comprehensive School Health: The Program Planning Guide.
CS: ETR Associates, Santa Cruz, CA.
PY: 1993
AV: ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($24.95).
NT: 146 p.
AB: This guide provides school leaders with a framework and tools for developing and implementing a comprehensive school health program. Theoretical and scientific

information relating to students' needs is outlined, and approaches that have proven successful in other schools are described. The book is divided into three parts: The first, "Why Comprehensive School Health?" examines the role of the school and the foundation of effective school health programs. The second part, "A Blueprint for School Health Programs" includes background information and hands-on assessment worksheets for each of 8 areas of a comprehensive school health program: (1) school health instruction; (2) healthy school environment; (3) school health services; (4) school-based physical education; (5) school nutrition and food services; (6) school-based counseling and personal support; (7) schoolsite health promotion; and (8) school, family and community health promotion partnerships. The final part, "Developing a Comprehensive School Health Program," consists of 19 steps for making this goal a reality. Numerous tables, guidelines, figures, checklists, and worksheets for district level coordinators, state and county administratrors, and other key decision makers are included. Appendices provide worksheets, a sample comprehensive health program self-assessment; a scope and sequence chart for a comprehensive health program, and resources for comprehensive health education. (Contains 20 references.) (LL)

AN: ED345438
TI: Focus on School Health. MCH Program Interchange.
CS: National Center for Education in Maternal and Child Health, Washington, DC.
SP: Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PY: 1992
NT: 32 p.
AB: This issue of the "MCH Program Interchange" provides information about approximately 55 selected materials and publications related to school health, which have been developed by or are available from Federal agencies, state and local public health agencies, and voluntary and professional organizations. The interchange of this information is meant to assist with the development and implementation of school health programs. Types of materials include state guidelines, content area competencies, program evaluations, teacher's guides, curricula, program design, resource guides, surveys, and public policy statements and recommendations on such school health topics as gun violence, sexuality education, nursing services, cholesterol, suicide, adolescent health, nutrition, and drug use. The scope of the document does not include human immunodeficiency virus. (JDD)

AN: EJ386546
AU: Zins,-Joseph-E.; And-Others
TI: Primary Prevention: Expanding the Impact of Psychological Services in Schools.
PY: 1988
JN: School-Psychology-Review; v17 n4 p542-49 1988
AV: UMI
AB: Primary prevention interventions used to reduce the incidence of new cases of a disorder occurring in the general population are discussed, as are the means by which such services can be provided in schools. Examples of the types of programs that can be implemented are provided. (SLD)

AN: EJ381587
AU: Cole,-Sherry-M.; And-Others
TI: School Counselor and School Psychologist: Partners in Minority Family Outreach.
PY: 1988
JN: Journal-of-Multicultural-Counseling-and-Development; v16 n3 p110-16 Jul 1988
AV: UMI
AB: Presents comprehensive consultation model for promoting family and community involvement in the education process of minority youth, highlighted by cooperative effort between school counselor and school psychologist. Examines three areas of community awareness, family consultation, and paraprofessional development. (NB)

AN: EJ368227
AU: Allensworth,-Diane-D.; Kolbe,-Lloyd-J.
TI: The Comprehensive School Health Program: Exploring an Expanded Concept.
PY: 1987
JN: Journal-of-School-Health; v57 n10 p409-12 Dec 1987
AV: UMI
NT: Entire issue is devoted to comprehensive school health programming.
AB: This article introduces school health programs in a comprehensive manner. These programs consist of health services, health education, school environment, health promotion, physical education, food service, counseling and psychology, as well as programs for faculty and staff. It serves as an introduction to an issue devoted to this concept. (MT)

AN: ED329837
AU: Fetro,-Joyce-V.
TI: Step by Step to Substance Abuse Prevention. The Planning Guide for School-Based Programs.
PY: 1991
AV: Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95).
NT: 158 p.
AB: This planning guide defines the steps for creating an effective substance use prevention program for kindergarten through grade 12 (K-12). It is written for administrators, health educators, counselors, social workers, and any other professionals involved with planning and implementing school-based programs and services. Chapter 1 summarizes up-to-date research about alcohol, tobacco and other drug problems as well as factors influencing drug use among youth. It explains how this research can be used to plan and implement programs. Chapter 2 offers an overview of prevention, identification, and intervention strategies that can be used in school-based programs. A comprehensive model for making linkages in programs and services is described. Attention is given to the essential area of establishing partnerships among schools and community agencies. Chapter 3 provides a framework that uses a step-by-step planning approach with worksheets for assessing existing services and programs, identifying and prioritizing gaps, and developing program and evaluation activities. Throughout the guide, practical tools in the form of checklists assist readers in actually doing the planning. Visual aids such as figures and tables summarize and highlight key concepts facts and processes. More than half of the document is devoted to appended worksheets, the Youth Risk Behavior Survey, and a description of drug prevention curricula content areas. (LLL)

AN: ED318979
AU: Cornell,-Nancy-T.; Sheras,-Peter-L.
TI: A School Crisis Network: A School and Mental Health Cooperative Effort.
PY: 1989
NT: 23 p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (21st, Boston, MA, March 28-April 2, 1989).
AB: The School Crisis Network is an organization founded in Charlottesville, Virginia by a group of practitioners in the community, local mental health agencies, and school personnel to address the needs of local school systems during times of crisis. It represents a unique cooperative effort between mental health professions and the school system which offers school psychologists a means to go beyond building limitations by using available community resources to provide support and intervention for staff and students during emergencies. Since its inception over 2 years ago, the Network has provided support to schools in dealing with the immediate aftermath of student suicides, accidents, and the deaths of parents with school-age children. This paper describes the School Crisis Network and the importance and development of the relationship between schools and the communities they serve. A number of major components that have contributed to the success of this model are reviewed, including the routine followed during a crisis situation; the mechanism used to coordinate the school administration, building level staff, and outside volunteers; and the education and training provided by the School Crisis Network. The paper concludes that the

School Crisis Network has proved to be effective in providing organizational and professional support to local school systems during times of crisis. (NB)

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# Redefining School Psychology

AN: EJ492311
AU: Frederiksen,-Norman
TI: The Integration of Testing with Teaching: Applications of Cognitive Psychology in Instruction.
PY: 1994
JN: American-Journal-of-Education; v102 n4 p527-64 Aug 1994
AV: UMI
AB: Reforms in American schools should concentrate on the development of higher-order skills and on assessments that support them. Reform should move beyond conventional tests that are of little use to students. Applications of cognitive psychology in the real world, including cognitive apprenticeships and interactive learning environments, are described. (SLD)

AN: EJ490583
AU: Peverly,-Stephen-T.
TI: An Overview of the Potential Impact of Cognitive Psychology on School Psychology.
PY: 1994
JN: School-Psychology-Review; v23 n2 p292-309 1994
AV: UMI
AB: Reviews themes in cognitive psychology on relationship of children's knowledge and strategies to learning, memory, and performance of academic tasks. Notes that literature on strategies indicates that strategic competency is related to changes in structure and efficiency of strategies with development, context in which strategies are used, and ability to apply and regulate use of strategies. (Author/NB)

AN: EJ490579
AU: Morrison,-Gale-M.; And-Others
TI: School Violence to School Safety: Reframing the Issue for School Psychologists.
PY: 1994
JN: School-Psychology-Review; v23 n2 p236-56 1994
AV: UMI
AB: Makes linkage between violent incidents and more general school safety. Contends that, when school violence concerns are reframed to develop resiliency in youth to help them cope with stresses of violence, school psychologists will have much to offer. (Author/NB)

AN: EJ487849
AU: Bruer,-John-T.
TI: How Children Learn.
PY: 1994
JN: Executive-Educator; v16 n8 p32-36 Aug 1994
AV: UMI
AB: Educating all students well requires new teaching methods and learning environments that fully exploit what is known about the learning process. Cognitive research is providing detailed understanding of the knowledge, skills, and self-monitoring strategies children need to master school subjects. This article illustrates how putting cognitive theory into practice can help improve student achievement in reading, mathematics, and science. (MLH)

AN: EJ486065
AU: McMahon,-Thomas-J.
TI: On the Concept of Child Advocacy: A Review of Theory and Methodology.
PY: 1993
JN: School-Psychology-Review; v22 n4 p744-55 1993
AV: UMI
AB: In an effort to resurrect theoretical framework that will help school psychologists better negotiate their ethical mandate to serve as advocates for children attending school today, the formulation of child advocacy presented some 20 years ago is reconsidered with emphasis on those issues important to practitioners working in school settings. (Author/NB)

AN: EJ484575
AU: Kubiszyn,-Tom
TI: Pediatric Psychopharmacology and Prescription Privileges: Implications and Opportunities for School Psychology.
JN: School-Psychology-Quarterly; v9 n1 p26-40 Spr 1994
AV: UMI
AB: Reviews literature on pediatric psychopharmacology practice, lack of empirical support for efficacy and safety of most psychotropics for pediatric use, and need for further basic and clinical trials research and evaluation. Identifies shortcomings in training and experience that must be addressed if school psychology is to meet demands of three new roles: psychotropic research, monitor/evaluator, and prescriber. (Author/NB)

AN: EJ480778
AU: Jacob-Timm,-Susan; Hartshorne,-Timothy-S.
TI: Section 504 and School Psychology.
PY: 1994
JN: Psychology-in-the-Schools; v31 n1 p26-39 Jan 1994
AV: UMI
AB: Notes new interpretations of Section 504 of Rehabilitation Act of 1973 (prohibiting discrimination against students with handicaps in school systems receiving federal aid). Summarizes those portions of Section 504 most pertinent to school psychological practice, giving special attention to similarities and differences between 504 and Individuals with Disabilities Education Act regarding school responsibilities to students with special needs. (Author/NB)

AN: EJ480677
AU: Stoner,-Gary; Green,-Susan-K.
TI: Reconsidering the Scientist-Practitioner Model for School Psychology Practice.
PY: 1992
JN: School-Psychology-Review; v21 n1 p155-66 1992
AV: UMI
AB: Reconsiders scientist-practitioner model, following brief historical account of its foundations and assumptions. Reconsideration incorporates viewpoints of science both as knowledge base and methods of knowing what is true, with social constructionism perspective. Presents suggestions for implementing scientist-practitioner model in school psychology practice, guided by "experimenting society" approach to professional practice with emphasis on critical student outcomes. (Author/NB)

AN: EJ479523
AU: Hasselbring,-Ted-S.
TI: Using Media for Developing Mental Models and Anchoring Instruction.
PY: 1994
JN: American-Annals-of-the-Deaf; spec iss v139 p36-44 1994
AV: UMI
NT: Special Issue: Report on a National Symposium. Educational Applications of Technology for Deaf Students.
AB: This paper discusses two approaches to designing and studying integrated media applications, relating each to current theories of learning and thinking. After a discussion of the "curriculum embellishment" and "break-the-mold" approaches, alternatives to decontextualized curricula are examined in the context of new and revised goals for learning. (PB)

AN: EJ470149
AU: Shriver,-Mark-D.; And-Others
TI: Parent Involvement in Early Childhood Special Education: Opportunities for School Psychologists.
PY: 1993
JN: Psychology-in-the-Schools; v30 n3 p264-73 Jul 1993
AV: UMI
AB: Suggests increased opportunities for assessment and intervention, consultation, and program evaluation in early childhood education as roles that school psychologist should develop to facilitate effective parent involvement in child's education. Reviews literature on parent involvement in early childhood special education and current federal guidelines, rationale, definitions of parent involvement, and strategies for evaluating parent involvement. (Author/NB)

AN: EJ462509
AU: Leong,-Che-Kan
TI: Towards an Applied Cognitive Science Perspective in Education.
PY: 1993
JN: International-Journal-of-Disability,-Development-and-Education; v40 n1 p63-73 1993
AB: This paper argues for the role of an applied cognitive science perspective in education. It discusses the relevance and inadequacy of the brains metaphor and the computing metaphor, the parallel distributed processing nature of learning, and the importance of situational variables. Contributions of applied cognitive science to mathematics, composing, reading, and learning in general are outlined. (JDD)

AN: EJ456634
AU: Derry,-Sharon-J.
TI: Beyond Symbolic Processing: Expanding Horizons for Educational Psychology.
PY: 1992
JN: Journal-of-Educational-Psychology; v84 n4 p413-18 Dec 1992
AV: UMI
AB: The horizons are expanding for educational psychology as important questions are being raised about the extent and nature of the relationship between formal schooling and life experiences. A broadening of perspectives is required to incorporate cultural contexts and forces in which schooling takes part. (SLD)

AN: EJ456633
AU: Mayer,-Richard-E.
TI: Cognition and Instruction: Their Historic Meeting within Educational Psychology.
PY: 1992
JN: Journal-of-Educational-Psychology; v84 n4 p405-12 Dec 1992
AV: UMI
NT: Based on a paper presented at the Mini-Conference on the Contributions of Psychology to Learning and Education (San Francisco, CA, August 1991).
AB: The emergence of cognitive approaches to instruction is traced, beginning with a historical analysis of the relationship between psychology and education, and continuing with an overview of learning as response acquisition, as knowledge acquisition, and as a knowledge construction. Examples of progress in cognition and instruction are provided. (SLD)

AN: EJ443947
AU: Comer,-James-P.
TI: Organize Schools around Child Development.
PY: 1992
JN: Social-Policy; v22 n3 p28-30 Win 1992
AV: UMI
NT: Excerpt from a position paper commissioned by "Social Policy" to answer the question "What Can We Do to Improve Our Schools?"
AB: An understanding of developmental psychology should be the basis of school reform. How students grow and learn is the obvious focal point for efforts to establish improvement policies. Experiences in creating a climate in inner-city schools that supports development are described. (SLD)

AN: EJ436926
AU: Grimley,-Liam-K.; And-Others
TI: Developing a Prosocial Orientation in Children: A Proactive Prescription for Perestroika.
PY: 1991
JN: School-Psychology-Review; v20 n3 p401-07 1991
AV: UMI
NT: Theme issue with title "Mini-Series: Children's Rights and Education." For related documents, see TM 516 113-117 and TM 516 119.
AB: In the coming century school psychologists must concentrate on proactive strategies for developing a prosocial orientation in children. A "perestroika" (restructuring of priorities) must enable school psychologists to promote an orientation focusing on prosocial behavior and related cognitive and affective aspects. (SLD)

AN: ED370034
AU: Davis,-William-E.
TI: Issues and Trends in Special Education: Implications for School Psychologists.
PY: 1993
NT: 26 p.; Paper presented at the Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
AB: School psychologists' expertise and services have been important in student identification and program eligibility for students with disabilities. During the early 1990's, several factors, conditions, and trends suggest that special education will soon undergo seminal changes and psychologists must stand ready for this transformation. This paper identifies and analyzes selected conditions, controversies, and trends--in the field of special education and U.S. society as a whole--which will profoundly influence the future of special education in the nation's schools. Student enrollment in these programs has increased dramatically and with this expansion come issues of costs, defining at-risk students, the role of the Regular Education Initiative, and other important issues. Discussed with these conditions are the attendant changes in the roles and responsibilities of school psychologists along with recommendations on how they can become most effectively involved in special education's transitional period. Psychologists can help educators sort out many of the critical issues involving the complex relationships between students identified as having traditional disabilities and those students who do not qualify for special education services but who still are considered to be at risk. (Contains 36 references.) (RJM)

AN: EJ436924
AU: Kamii,-Constance
TI: Toward Autonomy: The Importance of Critical Thinking and Choice Making.
PY: 1991
JN: School-Psychology-Review; v20 n3 p382-88 1991
AV: UMI
NT: Theme issue with title "Mini-Series: Children's Rights and Education." For related documents, see TM 516 113-115 and TM 516 117-119.
AB: The Piagetian conceptualization of autonomy as the ability to decide between right and wrong in the moral sense and between truth and falsehood in the intellectual sense is considered as the aim of education. The implications of the goal of autonomy are discussed for school psychologists. (SLD)

# Psychological Services in Schools

AN: EJ490378
AU: Greenspan,-Richard; And-Others
TI: Principals Speak: The Need for Mental Health and Social Services.
PY: 1994
JN: Equity-and-Choice; v10 n3 p19-27 Spr 1994
AB: A major finding from interviews with 25 New York City (New York) poverty-area urban elementary school principals is that they cannot adequately educate children without services to deal with the emotional distress experienced by many students. Teachers need the help and support of trained professionals. (SLD)

AN: EJ474338
AU: Greenough,-P.; And-Others
TI: School Psychology Services in Northern Saskatchewan: A Collaborative Consultation Model.
PY: 1993
JN: Canadian-Journal-of-Special-Education; v9 n1 p1-12 1993
AB: School psychology services to special needs students (many of them Aboriginal) in northern Saskatchewan (Canada) are described. Services are based on a collaborative consultation model and provide direct and indirect primary, secondary, and tertiary prevention services. The model emphasizes empowerment and consensual decision making as well as prevention. (DB)

AN: EJ473823
AU: Berry,-Gordon-L.
TI: Psychological Services Providers, the Opportunity to Learn, and Inner-City Students: Beyond Mere Curricular Reform.
PY: 1993
JN: Journal-of-Negro-Education; v62 n3 p355-63 Sum 1993
AV: UMI
NT: Theme issue topic: "The Opportunity to Learn: Implications for School Reform." Section title: "Section C: Community and School Support Services and Opportunity to Learn."
AB: Identifies the need for educational reformers to address the psychological problems of low-income urban and rural minority students. It is argued that the educational reform movement must be much more proactive in using the existing knowledge base of counseling and psychological support services personnel. (SLD)

AN: EJ464115
AU: Mowder,-Barbara-A.; And-Others
TI: Psychological Consultation and Head Start: Data, Issues, and Implications.
PY: 1993
JN: Journal-of-Early-Intervention; v17 n1 p1-7 Win 1993
AB: This study examined 510 case records of psychological services provided by Denver (Colorado) Head Start. The study focused on average child age at referral for services, referral questions most frequently posed, similarities and differences in concerns of the family and Head Start staff, psychological service actions initiated, and goals and progress of the consultation. (Author/JDD)

AN: EJ436921
AU: Hart,-Stuart-N.; Pavlovic,-Zoran
TI: Children's Rights in Education: An Historical Perspective.
PY: 1991
JN: School-Psychology-Review; v20 n3 p345-58 1991
AV: UMI
NT: Theme issue with title "Mini-Series: Children's Rights and Education." For related documents, see TM 516 114-119.
AB: Major historical themes of the childrens rights movement dealing with education are briefly traced. The meaning and significance of the United Nations Convention on the Rights of the Child are considered as they relate to education. The roles of school

psychology in future advances in children's rights are discussed. (SLD)

AN: EJ436903
AU: McLinden,-Stacey-E.; Prasse,-David-P.
TI: Providing Services to Infants and Toddlers under PL 99-457: Training Needs of School Psychologists.
PY: 1991
JN: School-Psychology-Review; v20 n1 p37-48 1991
AV: UMI
AB: The provisions of Part H of Public Law 99-457, the Education of the Handicapped Act Amendments of 1986, that relate to school psychologists are discussed. The training needs of psychologists who will be involved in planning and implementing services for infants and toddler are explored. (SLD)

AN: ED374357
AU: Davidow,-Joseph-R.
TI: A Seven Step Problem-Solving Method for School Psychologists.
PY: 1994
NT: 33 p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
AB: School psychologists must become better acquainted with basic principles of applying and communicating psychological interventions if they are to be accepted in the school setting. Psychological interventions are often ignored or improperly applied by school staff and parents, who perceive them as difficult, of little value, or inappropriate for a particular school setting. Thus it becomes the burden of the psychologist to communicate complex ideas and expected outcomes. School psychologists need to understand how change occurs in complex settings, how to find professional literature that deals with change, and how to incorporate these ideas and techniques into the actual practice of psychology in the school. Delivery of psychological services in schools is suggested as a series of steps: (1) define and clarify the problem; (2) analyze the forces impinging on the problem; (3) discuss alternative strategies; (4) evaluate and choose among alternative strategies; (5) specify consultee and consultant responsibilities; (6) implement the chosen strategy; and (7) evaluate the effectiveness of the intervention. Actual problem solving rarely follows discrete steps, and communication (genuineness, listening and encouraging consultee verbalizations, empathy, paraphrasing, continuation, etc.) is essential. Lewin's Field Theory is used as a framework for conceptualizing change in schools, and its tenets are applied to the steps in delivering psychological services. Contains 29 references. (KM)

AN: EJ429118
AU: Bard,-E.-M.; Hardy,-James-T.
TI: School Psychological Services within Urban Structuring.
PY: 1991
JN: Mid-Western-Educational-Researcher; v4 n3 p35-37 Sum 1991
AB: Decision making in large urban school districts is being decentralized, but delivery of mental health services within the restructured organization demands specialized knowledge of childhood pathology, interventions, and legal mandates. The most efficient service delivery model combines centralized coordination of school psychological services with sensitivity to local school priorities. (SV)

AN: EJ386546
AU: Zins,-Joseph-E.; And-Others
TI: Primary Prevention: Expanding the Impact of Psychological Services in Schools.
PY: 1988
JN: School-Psychology-Review; v17 n4 p542-49 1988
AV: UMI
AB: Primary prevention interventions used to reduce the incidence of new cases of a disorder occurring in the general population are discussed, as are the means by which such services can be provided in schools. Examples of the types of programs that can be implemented are provided. (SLD)

AN: ED293037
AU: Grimes,-Jeff, Ed.; Happe,-David, Ed.
TI: Best Practices in the Supervision of School Psychological Services.
CS: Iowa State Dept. of Education, Des Moines.
PY: 1987
NT: 150 p.
AB: This document contains 13 articles concerned with the best practices in the supervision of school psychological services. Included are: (1) "Motivating and Encouraging Staff" (John Anderson); (2) "Orienting New Staff to Professional Life in the Area Education Agency" (Bruce F. Jensen); (3) "Program Research, Development and Review in School Psychology" (Joe Ulman); (4) "Individualized Growth of Professionals" (Ed Smith); (5) "Administrative Communication" (Howard Jensen); (6) "Promoting and Expanding Professional Services and Roles" (Jack Montgomery); (7) "Designing and Providing Inservice for School Psychologists" (Dennis Sinclair); (8) "Best Practices in Personnel Evaluation" (Ron Jordan); (9) "Best Practices in Staff Morale, Spirit and Comradery" (Thomas Ciha); (10) "Operations of a Staff without a Designated Supervisor" (Jens B. Simonsen); (11) "Recruitment" (Larry Gile); (12) "The Supervisor as Practitioner" (Harvey A. Disenhouse); and (13) "Resolution of Staff Problems" (Jeff Hamarstrom). (NB)

AN: EJ363198
AU: Oakland,-Thomas; Saigh,-Philip-A.
TI: Psychological Services in Schools: A Summary of International Perspectives.
PY: 1987
JN: Journal-of-School-Psychology; v25 n3 p287-308 Fall 1987
AV: UMI
AB: Summarizes school psychological services in 26 countries and discusses the nature of services, the points of delivery, and the number of school psychologists. Three major problems inhibiting the growth and development of school psychology are discussed along with possible solutions to these and other questions. (Author)

# Educating Psychologists for Service in Reformed Schools

AN: EJ480651
AU: Kramer,-Jack-J.; Epps,-Susan
TI: Expanding Professional Opportunities and Improving the Quality of Training: A Look toward the Next Generation of School Psychologists.
PY: 1991
JN: School-Psychology-Review; v20 n4 p452-61 1991
AV: UMI
AB: Advocates model of psychological service delivery that envisions school psychology in settings outside education agencies. Holds that university programs must accelerate efforts to train psychologists with broader range of skills by altering content and process of didactic and supervised activities. Emphasizes inservice and continuing education for practicing psychologists to enhance service delivery within ecological context beyond school buildings. (Author/NB)

AN: EJ473823
AU: Berry,-Gordon-L.
TI: Psychological Services Providers, the Opportunity to Learn, and Inner-City Students: Beyond Mere Curricular Reform.
PY: 1993
JN: Journal-of-Negro-Education; v62 n3 p355-63 Sum 1993
AV: UMI
NT: Theme issue topic: "The Opportunity to Learn: Implications for School Reform." Section title: "Section C: Community and School Support Services and Opportunity to Learn."
AB: Identifies the need for educational reformers to address the psychological problems of low-income urban and rural minority students. It is argued that the educational reform movement must be much more proactive in using the existing knowledge base of counseling and psychological support services personnel. (SLD)

AN: EJ458962
AU: Phillips,-Beeman-N.
TI: Trainers of School Psychologists and Council of Directors of School Psychology Programs: A New Chapter in the History of School Psychology.
PY: 1993
JN: Journal-of-School-Psychology; v31 n1 p91-108 Spr 1993
AV: UMI
AB: Reviews history of Trainers of School Psychologists and Council of Directors of School Psychology Programs and presents critical assessment of their impact on the field of school psychology. Concludes that, as diversity and specialization within school psychology continues to increase, these organizations may be even more important. (Author/NB)

AN: ED370892
AU: Putnam,-Joyce; And-Others
TI: Rethinking Educational Reform: The Inclusion of Counseling Psychologists on the Professional Development School (PDS) Leadership Teams in the PDS Schools.
PY: 1993
NT: 18 p.
AB: Counseling psychologists have a place on professional development school (PDS) leadership teams at local schools working with universities to train teachers and improve schools. They can help team members to create healthy relationships, to function more effectively, and to develop a healthy educational environment. Two critical functions that counseling psychologists can perform in a PDS are remediation (i.e., problem resolution) and development. Semi-structured, open-ended interviews were conducted with administrators, teachers, graduate students, and teacher educators who worked in PDSs. These interviews were designed to capture perceptions of the actual and potential role of counseling psychologists in PDSs in three areas: remediation, prevention, and

development. Examples of remediation activities that were cited included changing negative sterotyping, easing anxiety generated by change, and intervening in dysfunctional professional relationships. Responses from interviewees indicated that a valuable developmental function of counseling psychologists was the counselors' ability to model, facilitate, and promote better communication. The preventive function is demonstrated when counseling psychologists' explore, in advance, such issues as shifts in power and participatory decision making so that PDS faculty are more prepared to understand and function in an evolving school environment. (IAH)

AN: ED366879
AU: Kelly,-Carol
TI: School Psychologists: Leaders for Change Building a Secure Future for Children. CASS Digest.
CS: ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
SP: Department of Education, Washington, DC.
PY: 1994
NT: 3 p.
AB: This digest examines the role of school psychologists in improving educational opportunities for children and adolescents. A variety of issues that affect children and their ability to learn are discussed: widening social class differences and increases in the number of children living in poverty; changing value systems; family disintegration; lack of financial support for education; and children's exposure to violence in their neighborhoods, schools and in the media. The need for leadership in addressing these issues is emphasized and the role of school psychologists as leaders is advocated. A number of change strategies are discussed, including forming positive relationships between adults and children; using research to determine what works and what does not; developing policies and encouraging legislation that support children and education; getting involved in the system; adopting a process for change in the schools; offering needed special services to students; increasing the school psychologist's visibility; and developing plans to make a difference in the schools. The digest concludes by urging school psychologists to use their skills to help the country and school communities shift their priorities and build a secure future for children. (NB)

AN: EJ346432
AU: Conoley,-Jane-Close; Gutkin,-Terry-B.
TI: Educating School Psychologists for the Real World.
PY: 1986
JN: School-Psychology-Review; v15 n4 p457-65 1986
AV: UMI
AB: Two tasks are necessary for successful practice in school psychology: (1) to educate school psychologists to provide state-of-the-art psychological services; and (2) to teach psychologists to change their work environments to support comprehensive psychological services. Domains of knowledge, programmatic considerations, and practical guidelines are suggested to trainers and practitioners. (Author/LMO)

AN: ED331261
AU: Davis,-William-E.
TI: Implications of the Regular Education Initiative Debate for School Psychologists.
PY: 1990
NT: 24 p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 13, 1990).
AB: The paper examines critical issues involved in the debate over the Regular Education Initiative (REI) to merge special and regular education, with emphasis on implications for school psychologists. The arguments of proponents and opponents of the REI are summarized and the lack of involvement by school psychologists is noted. The REI is seen to effect school psychologists by a possibly drastic reduction in the demand for professional psychological services in the schools, and by the denial of valuable and necessary psychological services to many special needs students. Specific issues that psychologists need to address are: (1) pupil identification and

classification; (2) pupil placement; and (3) changing roles and responsibilities. School psychologists are urged to become more involved in the debate because their expertise is needed, because they have a professional responsibility to contribute, and because REI could have a direct impact on their future employment possibilities. They are urged to become involved at the professional/organizational level and at the local school level. Includes 33 references. (DB)

AN: ED318960
AU: Rosenfield,-Sylvia
TI: Educating School Psychologists for Restructured Schools.
PY: 1990
NT: 21 p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (22nd, San Francisco, CA, April 17-22, 1990).
AB: Restructuring schools implies not only different organizational structures and different ways of operating, but different underlying assumptions. Restructuring schools would include changes in human relationships, changes in incentive structures, changes in how people work and relate to one another, and changes in some of the assumptions made about etiology and treatment of problems. One possible alteration congruent with the restructuring movement would involve the development of core integrated building instructional support teams. For effective functioning on such teams, school psychologists would need skills in collaborative consultation, as well as classroom-based assessment and intervention skills. Educational issues relevant to training school psychologists for these functions include: appropriate socialization about the purpose and importance of consultation services; and the requisite skills for consultation, assessment and intervention. If there is to be restructuring in the schools, and if school psychology is to play a significant role in this process, the training programs will become an important arena for change. (Author/ABL)

The ERIC database has bibliographic information and abstracts on two types of materials: ERIC documents (with ED numbers) and journal articles (with EJ numbers).

With the expansion of computer access to information, there has been increasing interest in full-text electronic access to ERIC documents and articles, which would allow you to print or download the complete text of the ones you want. The ERIC system is exploring ways to make more of the database available in full text and has made the popular ERIC Digests available through the ERIC Digests Online File. You can get complete copies of ERIC Digests from many electronic sources, including most CD-ROM versions of ERIC, the online vendors, and several Internet hosts.

Until electronic full text becomes available for other ERIC database references, here's how you get copies:

## ERIC *Documents*

Most publications with ED numbers can be found at any library that has the ERIC microfiche collection.* At these locations you can read the publications and make copies for a nominal per-page charge on a microfiche reader/printer. To locate the microfiche collection nearest you, call ACCESS ERIC at 1–800–LET–ERIC.

You can also purchase microfiche or paper copies of most ERIC documents from the ERIC Document Reproduction Service (EDRS), which accepts orders by toll-free phone call, fax, mail, or online (through DIALOG, BRS, and OCLC). For more information or to order documents, contact:

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Springfield, Virginia 22153–2852
Toll Free: (800) 443–ERIC (3742)
Telephone: (703) 440–1400
Fax: (703) 440–1408

## *Journal Articles*

Copies of journal articles announced in ERIC can be found in library periodical collections, through interlibrary loan, or from article reprint services, including:

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Article Clearinghouse
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106–1346
Toll Free: (800) 521–0600, Ext. 2786
Telephone: (313) 761–4700
Fax: (313) 665–7075

**Institute for Scientific Information (ISI)**
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Toll Free: (800) 523–1850
Telephone: (215) 386–0100
Fax: (215) 386–6362

To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of *Current Index to Journals in Education* (*CIJE*), ERIC's printed index of journal citations, which is available in many libraries.

* Approximately 5 percent of the documents abstracted in ERIC are not available in the microfiche collection. For those publications, the bibliographic citation will include information on where to get a copy.

# ERIC/CASS RESOURCE PACK

ERIC CLEARINGHOUSE
ON COUNSELING AND STUDENT SERVICES
SCHOOL OF EDUCATION • 101 PARK BUILDING
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
GREENSBORO, NORTH CAROLINA

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# *ERIC Counseling and Student Services Clearinghouse*

## *What is ERIC/CASS?*

Located around the country, ERIC Clearinghouses are responsible for acquiring, processing, and disseminating information about a particular aspect or subject area of education, such as the ERIC Counseling and Student Services Clearinghouse (ERIC/CASS, formerly ERIC Counseling and Personnel Services, ERIC/CAPS) at the University of North Carolina at Greensboro.

The ERIC Counseling and Student Services Clearinghouse (ERIC/CASS) was one of the original clearinghouses established in 1966 by Dr. Garry R. Walz at The University of Michigan and has been in continuous operation since that date. Its scope area includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development, as well as parent, student, and teacher education in the human services area. Topics covered by ERIC/CASS include: the training, supervision, and continuing professional development of counseling, student services, student development, and human services professionals; counseling theories, methods, and practices; the roles of counselors, social workers, and psychologists in all educational settings at all educational levels; career planning and development; self-esteem and self-efficacy; marriage and family counseling; and mental health services to special populations such as substance abusers, pregnant teenagers, students at risk, public offenders, etc.

## *What can ERIC/CASS do for me?*

1. *We can help you find the information you need.*

   Whether we help you to use the print indexes, (RIE and CIJE), an on-line search service, or ERIC on CD-ROM, our expertise in retrieving information related to counseling and human services can help you locate a wealth of material related to your particular area of interest. You can learn more about ERIC/CASS services by telephoning CASS for further information.

2. *We can provide you with high quality, low-cost resources.*

   Ranging from two-page information digests to in-depth monographs and books of readings, ERIC/CASS publications have proved to be highly valuable resources that you can use for your own personal or professional development. CASS video has proved to be extremely well-received because of its focus on topics of high interest, its "realist" flavor, and its low cost.

## *How do I contact ERIC/CASS?*


Address: ERIC Counseling and Student Services Clearinghouse
School of Education
University of North Carolina at Greensboro
Greensboro, NC 27412-5001

Phone: (919) 334-4114 Fax: (919) 334-4116
InterNet: IN%"ERICCASS@IRIS.UNCG.EDU"


ERIC/CASS exists to serve anyone who has a need to access information related to counseling and student services. We are funded by the U.S. Department of Education's Office of Educational Research and Improvement and the School of Education of the University of North Carolina at Greensboro. We encourage you to contact us with your questions and concerns. Our goal is to provide professional service and quality information to all users.

# *The ERIC Information System*

## *What is ERIC?*

ERIC (Educational Resources Information Center) is a national information system that provides ready access to an extensive body of education-related literature. Through its 16 subject-specific clearinghouses and four support components, ERIC provides a variety of services and products including acquiring and indexing documents and journal articles, producing publications, responding to requests, and distributing microfilmed materials to libraries nation-wide. In addition, ERIC maintains a database of over 800,000 citations to documents and journal articles.

## *Why is ERIC important?*

ERIC print or database products are available at over 3,000 locations world-wide as the most widely-used education database. Approximately 900 of these locations maintain complete microfiche collections of ERIC documents and provide search services for clients. ERIC is the most popular on-line database used in public libraries, the second-most popular in research and university libraries, and the third-most popular overall. On CD-ROM, ERIC is the most popular database in public libraries and information centers throughout the world. Above all, ERIC has committed itself to reaching audiences that include practitioners, policymakers, and parents.

## *How are information requests handled?*

Responses to information requests include:

Send requested printed materials or answer questions (e.g., providing materials on exemplary programs or practices, instructional methods or curricular materials; explaining education terms or "hot topics");

Search the ERIC database or the reference and referral databases; and

Refer the inquirer to other federal, national or local resource centers.

## *How do I learn more about ERIC?*

ACCESS ERIC is a toll-free service to keep clients informed of the wealth of education information offered by ERIC and other sources. ACCESS ERIC staff answer questions, refer callers to educational sources, provide information about the ERIC network, and produce the free publications A Pocket Guide to ERIC and All About ERIC. The toll-free telephone number for ACCESS ERIC is 1-800-LET-ERIC.

Summarized from *Myths and Realities about ERIC* by Robert M. Stonehill, an ERIC Digest (EDO-IR-92) developed by the ERIC Clearinghouse on Information Resources at Syracuse University, Syracuse, NY, June 1992.

## Personal Computers

### Commercial Services

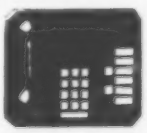
If you have a personal computer with a modem, you can use it to access ERIC information. Commercial networks such as America Online, CompuServe, and GTE Educational Network Services all feature "AskERIC" information on current topics in education. Many of these services offer all or part of the ERIC database, which can be searched using key words, titles, authors, or other approaches.

A personal computer and modem can also be used to search ERIC and many other databases for a fee by signing up with commercial online database vendors such as Bibliographic Retrieval Services (BRS) or DIALOG Information Services. (See commercial vendor addresses and phone numbers on page 34.)

### The Internet

Internet* users can reach an AskERIC service that offers fast, individualized responses to education questions and a free electronic education library. For questions about education, child development and care, parenting, learning, teaching, information technology, and other related topics, send an e-mail message to ***askeric@ericir.syr.edu***.

You can also use the Internet to connect to sites that offer free public access to the ERIC database. For the latest information on Internet access to ERIC, contact the ERIC Clearinghouse on Information & Technology (phone: 1–800–464–9107 or e-mail: askeric@ericir.syr.edu) or ACCESS ERIC (phone: 1–800–LET–ERIC or e-mail: acceric@inet.ed.gov).



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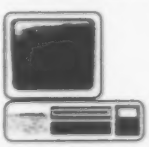

**E-mail**

## Libraries and Information Centers

ERIC is available at most university libraries, many public libraries, and other professional libraries and education resource centers—more than 1,000 of which are designated as ERIC information service providers. At these locations you can search the ERIC database yourself, or have a librarian search for you. Most of these locations also have a substantial ERIC microfiche collection and microfiche reader/printers for making copies of ERIC documents.

## ERIC Clearinghouses

All of the ERIC Clearinghouses have toll-free numbers and information specialists to help you. Even if you have access to ERIC on your personal computer or at a convenient library, you may want to contact the clearinghouse that covers your education topic. Clearinghouses offer free and inexpensive publications and tips on how to search the ERIC database, and can often refer you to other sources of information.

**If you need help finding the best way to use ERIC, call ACCESS ERIC toll free at 1–800–LET–ERIC (1–800–538–3742).**

*The Internet is a worldwide cooperative computer network made up of many smaller networks that are interconnected. You may have access to the Internet through a computerized university or statewide teacher network, community network, or your membership with a commercial service.

## Basic Tips for Searching the ERIC System

Wherever you choose to run a computer search of the ERIC database, the result of the search will be an annotated bibliography of journal (EJ) and document (ED) literature on your topic. There are a few important tips to keep in mind to ensure that your search meets your needs.

### Find the best way to access the **ERIC** database

You can now use ERIC from your personal computer, at university libraries, at many public and professional libraries, and through contacting the ERIC Clearinghouses. Before you decide where to search ERIC, ask these questions:

1. How much will it cost?
   You may have free or inexpensive access to ERIC. If not, you may have to pay for connect time on some computer systems or order a search through a search service.
2. How much of the ERIC database is available?
   Some services provide access to the entire ERIC database, which goes back to 1966; others may allow you to search only the last 5 or 10 years of ERIC. If this is important to you, find out how much of ERIC is available before choosing a search system.
3. How long will it take?
   Turnaround time can vary from a few minutes, if you have direct access to ERIC on a personal computer, to several days or longer if you have to order a search that someone else will run for you.
4. How much flexibility does the search system offer?
   Many different software systems are used to search ERIC. Some menu-driven search systems make it easy for a first-time user, but may limit opportunities to make changes to the search question. If you try searching ERIC and feel you cannot locate exactly what you are looking for, ask your librarian for help or call an ERIC Clearinghouse.

### Use the Thesaurus of ERIC Descriptors

Every one of the more than 800,000 articles and documents in the ERIC database has been given subject indexing terms called *descriptors*. Before you run an ERIC search, it is important to take a few minutes to find the ERIC descriptors that best capture your topic.

For example, articles and documents about the development of children's social skills would be indexed under the descriptor *interpersonal competence*. The ERIC descriptor for children at risk is *at risk persons*. When you search for information about high school students, you can use the descriptor *high school students* but would miss a lot of material if you did not also use the descriptor *secondary education*.

Locations that offer ERIC searches should have reference copies of the *Thesaurus of ERIC Descriptors*, and some search systems allow access to the *Thesaurus* while running your search.

**If you cannot locate a copy of the *Thesaurus of ERIC Descriptors*, call the ERIC Clearinghouse that covers your subject and ask for help with the search strategy. (See the toll-free numbers in Part 2.)**

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**Announces journal articles**

***Resources in Education*** **(RIE)**
**Announces unpublished or limited distribution documents**

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

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There are three principal ways to obtain documents cited in ERIC's database:

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#### EDRS

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## AN INVITATION TO SUBMIT DOCUMENTS TO ERIC/CASS

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ERIC is the largest and most searched education database in the world with print or database products being distributed to over 3000 locations around the world. Each year nearly a half-million online searches of the ERIC database are conducted by over 100,000 users in 90 different countries. On CD-ROM, ERIC is the most popular database in public libraries and information centers. In addition, free access to all or part of the ERIC database through Internet is rapidly increasing.

### What is ERIC/CASS

ERIC/CASS is the ERIC Clearinghouse on Counseling and Student Services located at the University of North Carolina at Greensboro. One of sixteen subject-specific clearinghouses, ERIC/CASS is responsible for acquiring, processing, and disseminating information about counseling, psychology, and social work as it relates to education at all levels and in all settings.

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**ERIC Clearinghouse on Counseling and Student Services**
**School of Education**
**University of North Carolina at Greensboro**

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Many of the documents you produce in your professional career, e.g., program descriptions, program evaluation reports, teacher guides, student handbooks, etc., are not in a form acceptable for journal publication and may not be considered "profitable" enough for a commercial publisher to handle. Still, the information contained in these documents could be of invaluable help to someone else who is working on similar projects or ideas. ERIC provides the opportunity to share your work with others without "re-packaging it."

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*This information sheet was prepared by the ERIC Clearinghouse on Counseling and Student Services at the University of North Carolina at Greensboro. If you would have questions or would like further information, please contact us at ERIC/CASS, School of Education, 101 Park Building, UNCG, Greensboro, NC, 27412, Phone: (910) 334-4114 or 1-800-414-9769.*

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__ Social Worker
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__ Administrator
__ Student
__ Other_____

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__ Middle/Junior High School
__ High School
__ K-12/District Office
__ Intermediate School Dist.
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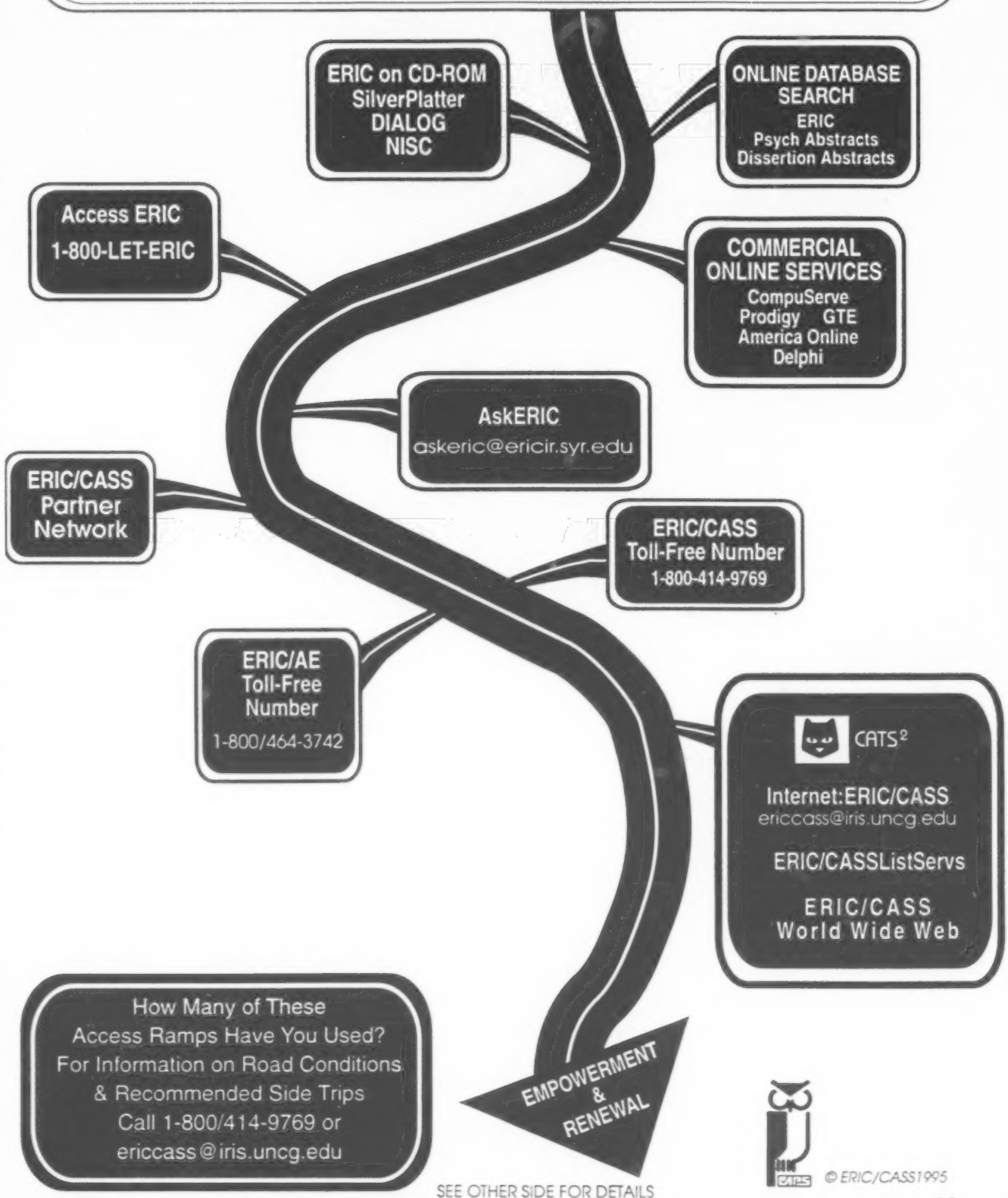


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## On the Read with ERIC/CASS
## COUNSELOR'S INFORMATION HIGHWAY

### ONLINE DATABASE SEARCH
Traditionally, online access to ERIC and other national databases has been available through several commercial vendors wh offer sophisticated search capabilities. Because it requires training in the vendor's search language, this type of searching is usually performed by librarians and other information professionals. Online vendors include: BRS Information Technologies; Data-Star/DIALOG Information Services; GTE Educational Network Services; and OCLC (Online Computer Library Center).

### ERIC on CD-ROM
In the mid-1980s, the vendors of the databases began to provide users with more direct access by putting the databases on CD ROM. However, because of the expense of the hardware needed and the price of an annual subscription (>$1,000), individual users still needed to gain access via universities and libraries. An encouraging development: In 1994 Oryx Press (1-800-279-ORYX) announced the availability of CIJE on Disc for $199.00 per year; and NISC (410-243-0797) is expected to make the entire ERIC database available for approximately $100 per year early in 1995. Other CD-ROM vendors include: DIALOG (1-800-334-2564); EBSCO Publishers (1-800-653-2726); and SilverPlatter Information, Inc. (1-800-343-0064).

### COMMERCIAL ONLINE SERVICES
For individuals who do not have access to database search service or the Internet through their place of employment, one of the commercial services may be a viable alternative. Among the better known are America Online, Compuserve, and GTE Educational Network Services, all of which feature "AskERIC" information on current topics in education. Many also offer th capability of searching the ERIC database.

### Access ERIC
A component of the ERIC system that offers a central contact point for the entire system, Access ERIC disseminates general information about ERIC and responds to specific inquiries on its toll-free number (1-800-LET-ERIC).

### AskERIC
ERIC's first question-answering service offered through the Internet. Established by the ERIC Clearinghouse on Information an Technology, AskERIC now responds to thousands of online requests per week. To access AskERIC, simply send an e-mail message to AskERIC@ericir.syr.edu.
AskERIC also maintains a large gopher site for educational resources.

### ERIC/CASS Partner Network
The largest ERIC Partner network on the system, disseminates information to counseling and psychology professional associations and graduate training departments.

### ERIC/CASS Toll-Free Number
For direct access to the ERIC Clearinghouse on Counseling and Student Services, call 1-800-414-9769.

### ERIC/AE Toll-Free Number
For direct access to the ERIC Clearinghouse on Assessment and Evaluation, call 1-800-464-3742.

### Internet: ERIC/CASS
To contact ERIC/CASS via e-mail, send a message to ericcass@iris.uncg.edu.

### ERIC/CASS ListServs
A unique type of ListServ featuring a "topic of the month" moderated discussion forum with a subject-specialist guest host, ListServs for counselor educators, school psychologist trainers, and school counselors are under development and scheduled tc be fully implemented in Spring, 1995. ListServs for other groups will follow. The CATS$^2$ system, Counselor and Therapist Support System involving a moderated listserv, World Wide Web and special resources, will be available in the Spring as well. See the special CATS$^2$ flyer for details.

### ERIC/CASS World Wide Web
Currently under development, this site will contain a vast array of resources such as the full-text of all ERIC/CASS Digests and information on upcoming conferences, recent resources added to the ERIC database, professional association activities, new ERIC/CASS publications, etc.

# Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools

## APA CENTER FOR PSYCHOLOGY IN SCHOOLS AND EDUCATION

The APA Center for Psychology in Schools and Education (CPSE) was established in 1994 to serve as the Association's focal point for schooling and education issues. It promotes the consistent presence of the field of psychology in policy, practice, research, and programs for schools and education. The Center also raises awareness of the profession's commitment to schools and education among APA members; national, state, and local policymakers; and the general public.

The Center [enhances] the credibility and effectiveness of psychologists [who serve] as advocates for policies related to education reform, school health, other learner-focused issues, practice in educational settings, and in securing external funding for research and educational development. The CPSE develops, advocates for, and monitors legislation and policy on national and state education issues for learners of all ages. It provides a distinctive focus on schools and education within the Association -- a Center by which members, policymakers, and the public can identify psychology's commitment to schools and education.

To achieve these ends, the Center coordinates the planning, implementation, and evaluation of initiatives both within and outside APA. External efforts include federal, state, regional, and district advocacy of policies and practices related to psychology and education as well as liaison and information exchange with national educational and scientific societies, other professions, federal agencies, and the general public. The Center also provides a mechanism for coordination of APA programs that bring the knowledge and methods of psychology to bear on social reforms related to schools and education by working with and highlighting the work of APA directorates, divisions, and state psychological associations.

### CPSE OPERATIONS

APA CPSE operations are organized around five critical management dimensions. Each of these operational dimensions addresses a key component of leadership concerning psychology in schools and education. Center operations include

- policy development and advocacy,
- research and information,
- marketing and public relations,
- regulation, and
- coordination/collaboration.

### CPSE DIMENSIONS

Activities of the Center encompass all facets of psychology's role in American schooling and education, including health, personal, and social factors that influence schooling. These include

- science,
- educational practice,
- psychological practice, and
- public interest.

*The American Psychological Association Center for Psychology in Schools and Education welcomes comments and ideas from psychologists, educators, students, parents, policymakers, agencies, businesses, and the community.*

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